DOCUMENT RESUME

ED 227 999 RC 013 957

AUTHOR Nelson, Margaret F., Comp.; Walton, M. Frances, Comp.
TITLE Ohoyo Ikhana: A Bibliography of American Indian-Alaska Native Curriculum Materials.
INSTITUTION OHOYO Resource Center, Wichita Falls, TX.
SPONS AGENCY Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE 82
GRANT G008006076
NOTE 264p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS *Alaska Natives; American Indian Education; American Indian History; *American Indian Literature; *American Indians; Annotated Bibliographies; Audiovisual Aids; *Cultural Education; *Curriculum Development; Elementary Secondary Education; Females; Human Resources; Instructional Materials; Program Descriptions; *Resource Materials; Tribes
IDENTIFIERS Journal Articles

ABSTRACT

The 1200-item annotated bibliography on American Indian and Alaska Native resources is presented in four sections: curriculum materials, resource materials, bibliographies, and periodical articles. The first three sections are listed alphabetically by source showing the vast amount of materials being developed by Indian tribal groups and organizations. Each notation includes the title of the resource, author(s), year of publication (1970-1982), brief description, language written in (if applicable), number of pages, and grade level. For easier referencing, the contents of the bibliography are indexed in three ways: regional, audio/visual, and bibliography. The regional index lists printed materials contained in the curriculum, resource and periodical sections alphabetically by title, noting page number, grade level, and subject area (arts/crafts, bilingual, career education, extra curricular, language arts, math/science, social studies) or resource applicability (curriculum development aid, resource reference, reversing stereotyping/bias in textbooks). The audio/visual index provides a title listing of cassette tapes, records, films, slides and videotapes available and appropriate for classroom use. A list of curriculum resource personnel concludes the document. (ERB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227999

OHOYO IKHANA:

A Bibliography of American Indian-Alaska Native Curriculum Materials

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

RC013957

OHOYO RESOURCE CENTER
1982

2

Arikara - Sápat
Potawatomi - Kwē
Oneida - Yaku:kwé
Ojibwa - Ikwe
Aleut - Aŋ ǧaǧisinaq
Chinook - Kle-a-kil
Cherokee - DLᏫᏍ
Dakota - Winyaŋ
Papago - Uwi
Chickasaw - Eho
Natchez - Tama 'l
Seneca - ɔɛyeɔhjishɛ:toh
Navajo - Asdzą́
Onondaga - Hehron
Osage - Wa-k' ó
Choctaw - Ohoyo
Menominee -Metamo
Mobilian - Tayik
Biloxi & Ofo - A' Xti
Cheyenne - Ha o
Hopi - Wuùti
Yakima - A-i-et
Shawnee - 'Ee Kwài woh
Blackfeet - Ah Ki

COVER CREDITS: The cover design incorporates contributions from artist Gabrielle Wynde Tateyuskanskan (Dakota), and Bacone College linguist Dr. Charles Van Tuyl (Cherokee), who helped to develop a typewriter element utilizing Cherokee alphabet. Dr. Van Tuyl generously translated the word "woman" into the various Indian languages blended onto the cover design. Artist Tateyuskanskan, designer of the Ohoyo logo, embodied the artwork with symbolic meaning through the use of a tipi representing the home, the ear of corn representing sustenance, herbs representing healing, and the pipe as a symbol of spiritual growth. The four symbols encircle three figures personifying unification of Indian generations: youth, adult and elder.

Discrimination Prohibited--No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

The activity which is the subject of this report was produced under a grant (No. OE-G008006076) from the U.S. Department of Education, under the auspices of the Women's Educational Equity Act. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

Prepared and distributed by:

OHOYO, Inc.

Ohoyo Resource Center
2301 Midwestern Parkway, Suite 214
Wichita Falls, Texas 76308
(817) 692-3841

OHOYO IKHANA:

A Bibliography Of American Indian-Alaska Native Curriculum Materials

Compiled and Written by:

Margaret F. Nelson
M. Frances Walton

1982
OHOYO RESOURCE CENTER
Owanah Anderson, Director

Women's Educational Equity Act Program
U.S. DEPARTMENT OF EDUCATION
T.H. Bell, Secretary

TABLE OF CONTENTS

ACKNOWLEDGEMENTS v

PREFACE. vii

INTRODUCTION. ix

CLASSROOM CURRICULUM MATERIALS. 1

RESOURCE MATERIALS 119

BIBLIOGRAPHIES. 159

PERIODICAL ARTICLES 183

INDEXES

- Regional Index 191
- Audio/Visual Index 233
- Bibliography Index 241
- Curriculum Resource Personnel 247

ACKNOWLEDGEMENTS

The bibliography would not have been possible without the contributions and cooperation of many individuals, groups, organizations and publishers. A number of personal letters were received which recognized the need and potential usefulness of the bibliography.

Although time and space do not permit a complete listing, the compilers wish to express their gratitude to each individual who so generously shared materials and endorsements, for together, we have produced a product which far exceeds original expectations.

Acknowledgements are made to Indian Truth, Council on Interracial Books for Children, ERIC/CRESS, United Indians of All Tribes Foundation and Ethnic Heritage Studies Clearinghouse for granting permission to use their words.

Particular appreciation is also expressed to the Ohoyo Curriculum Review Panel for dedication, long hours spent in reviewing entries and making difficult decisions about materials to include. The panel included Robin Butterfield (Winnebago/Chippewa), curriculum developer for Northwest Indian Reading Series, Portland, Oreg.; Ramona Sandoval (Winnebago/Sac & Fox), consultant for Wisconsin Woodland Indian Project, Madison, Wis.; Wathene Young (Cherokee/Delaware), former project director for EPIC (Educating Professionals for Indian Children) at Northeastern Oklahoma State University, Tahlequah, and consultant for Native American Research, Inc.; and Yvonne Wynde (Sisseton-Wahpeton Dakota), director for Project ADVANCE, Boston Indian Council, Mass.

A special note of appreciation is extended to the Ohoyo staff for technical assistance and support: Owanah Anderson for direction; Noalene Clanton for masterful typing and editing camera-ready materials; Kim Rankins Price, Mozelle Cherry, and Sedelta Verble for outreach and editing assistance.

PREFACE

Across the nation each year in late November, hordes of young children don plastic headbands and Sioux warbonnets to posture in the background for the Pilgrim's Thanksgiving tableaux. The school auditorium curtain falls. The grotesque war-paint is scrubbed away. The American education system scarcely dwells again for another year on the subject of the American Indian.

OHOYO IKHANA: A Bibliography of American Indian/Alaska Native Curriculum Materials is offered as a tool for teachers, school administrators and policy makers of the dominant culture to begin a response to voiced needs coming from within Indian Country for incorporating into school curricula a broader image of the first Americans from both the historical and contemporary perspectives. The work, containing 1200 entries which were developed primarily within the diverse Indian cultures, will enable the classroom teacher to teach Indian history as American history and not as a separate unit to be taught during Thanksgiving week alone.

OHOYO IKHANA was developed to assist educators in discovering a segment of America previously mono-culturalized, under-represented and stereotyped.

Most victimized in coursework neglect and in stereotyping have been women of the Native American population. Beyond romanticized glimpses of the "princess" Pocahontas and young Sacajawea, who guided the explorers across the Northwest, school curricula in the main fail to mention the existence of a female native population except in the "squaw" context. Long synonomous with the oppressed "drudge," the pejorative term "squaw" was most likely a perfectly respectable word (said to have been a French corruption of an Iroquois word for woman, "atseskwa"). As recently as 1980, a study showed that two of the three leading college textbooks for American History courses still employed the term "squaw" in referencing American Indian women. Mass media still uses the word in a depreciative sense. Associated Press in mid-September 1982 ran a wire story and photo describing the Secretary of Interior being relegated to dancing with "squaws" after having failed to kill an antelope with a single shot.

During the last dozen years, when contributions of women and minorities to the fibre of the country have been re-assessed, it is regrettable that the variety of roles played by women within the diverse cultures have been so profoundly downplayed. It began when Europeans super-imposed European values in attempting to interpret Indian cultures and male/female roles. While DeSoto's journal of 1540 registers his encounter with a Yuchi woman leader, it also expresses a certain shock of discovering Choctaw women fighting beside the men in defending their homeland on Mobila Bay (Alabama). Early explorers in the Northeast, drawing from their patriarchal perspectives, misunderstood the matrilineal societies of the Iroquois so profoundly that they sabotaged their own treaties by making them with men who did not have sole power to make such decisions.

Leadership roles of Native American women within their tribal societies or governments have never been wholly lost, a fact which has escaped a significant segment of contemporary American society. In 1981, when Ohoyo published identification of 69 women who were elected "chiefs" of their tribes, an academician inquired for

date of the first woman's elevation to head her tribal governing body. The Yuchi woman leader encountered by the Spanish 442 years ago has not rated even a footnote in the history books.

The Choctaw title, OHOYO IKHANA, which translates "learned woman. . .growing in knowledge," signifies the primary purpose of this project: to provide recognition to American Indian-Alaska Native women who have developed culture-based curriculum materials. Initial intent was to include only materials authored by Native American women; however, outreach response proved this approach to be impractical. When Ohoyo curriculum panel met to review collected materials, it determined that such a distinction would severely limit the bibliography's scope. Although Indian women may not have authored all texts/materials included in this bibliography, they were involved in the step-by-step process by:

- overseeing developmental phases on advisory committees/panels
- reviewing materials for clarity and accuracy
- contributing segments, though not specifically cited as a writer

The panel, therefore, decided to include materials developed by tribal groups which included contributions by both men and women, and materials developed by non-Indians which contained significant contributions from Indian women. The panel determined that the work should also include:

- helpful "how to" materials to assist educators with developing ethnic or culture-based curricula
- overview information to provide a "state-of-the-arts" perspective on Native American education

The contents of OHOYO IKHANA indicate the vast amount of work which Indian women have done to record, preserve and incorporate culture-based information into the classroom. The compilers hope that it will prove to be of significant value to those working in curriculum development for culture-based materials can provide students with a special opportunity to "grow in knowledge."

INTRODUCTION

Outreach and Collection

The outreach and collection of material was conducted in two phases over a two-year period. Searching for curriculum materials developed by American Indian-Alaska Native women continued to be the focus of both phases. Phase I began in November 1980 and was coordinated by Dr. Margaret Nelson (Cherokee), English Professor at Oklahoma State University. Over 1,500 letters with enclosed information-response forms were sent to teachers, program directors, tribal leaders, schools and individuals who had identified themselves as curriculum developers. On the basis of the 233 responses from this initial effort which named other possible sources, a second mailing went to 638 individuals/programs and requested that samples of materials be sent for review. A follow-up letter was sent to 123 sources who had not responded, but who were known to be developing curricula. In addition to these bulk mailings, Dr. Nelson wrote over 100 personal letters to individuals requesting their participation in the project.

Phase II, coordinated by Fran Walton of the Ohoyo staff, began when returned Registration Forms for the 1982 update of Resource Guide of American Indian-Alaska Native Women indicated a large number of theretofore unknown Indian women with expertise in curriculum development had not been contacted during initial outreach efforts. As a result, 221 requests for materials were mailed. This outreach netted an additional 400 items to the bibliography.

It is recognized that unavoidably some persons and groups were omitted in spite of continuing efforts to contact every known or suggested possible source. Regrets are expressed to those who may have been overlooked in our outreach efforts.

Organization of the Bibliography

The bibliography is arranged into four sections: Curriculum Materials, Resource Materials, Bibliographies and Periodical Articles. In the first three sections, items are listed alphabetically by source to show the vast amount of materials being developed by Indian tribal groups and organizations.

Classroom Curriculum Materials. Contains items suitable for classroom use. Although the materials may be referenced as a teacher's guide or aid, contents or item may be replicated for student use. Grade level appropriateness for each item, based upon the producer's recommendation, is cited in the left hand margin according to the following designations:

P = Primary (Grades K-3)
E = Elementary (Grades 4-6)
I = Intermediate (Grades 7-8)
S = Secondary (Grades 9-12)
A = Adult (Post-secondary level)
R = Resource applicable for student use

In cases where the reading/comprehension level was not indicated, an arbitrary level which seemed appropriate was given.

Many materials are applicable to levels other than those indicated and an experienced teacher will adjust the items accordingly. A common problem faced by Indian writers is that materials appropriate for adult use are often labeled as works for children. A large amount of the items listed in the E - S levels rank high in adult interest. The legends, folktales and histories of Native American cultures described in these works provide remarkable insights into America's past and current history. Bilingual works with English translation should also not be overlooked as sources for cross-cultural enrichment.

Resource Materials. This segment is intended as a "how to" and overview section. Many of the entries were gleaned from searches on how to develop race/sex bias-free curricula, how to review existing materials for the same, and remove or improve offensive material. A large number of items in this section are suitable for college textbooks and will enhance non-Indian educators' understanding of important issues in Indian education: Indian-controlled education, treaty rights/sovereignty, health, aging, energy resource development and the diversity among Native American cultures. Sample lesson plans, historical references for contemporary thought, instruments to analyze textbooks, and teaching aids are among the items included. Also included in this section are audio/visual materials appropriate for K - adult use. Many of these A/V entries accompany entries in Section I.

Bibliographies. Lists bibliographies which have been compiled and should aid educators with further sources for Indian materials. Of special note is the void in this bibliography of prose and poetry works by Native American writers. Readers should refer to bibliographies developed by Dr. Rayna G[illegible] (Cherokee), available from Indiana State University Press, and Wendy Rose (Miwok/Hopi), under Kent State University, for excellent references in the literature field.

Periodical Articles. Cites selected articles which give brief overviews of curriculum designs, American Indian-Alaska Native feminist issues, cultural conflicts for Indian students, and effects of stereotyping and textbook omission.

Indexing

For easier referencing, the contents of this bibliography have been indexed in the following manner:

Regional Index: Lists printed materials contained in the curriculum, resource and periodical sections alphabetically by title, noting page number, grade level, and subject area (arts/crafts, bilingual, career education, extra curricular, language arts, math/science, social studies) or resource applicability (curriculum development aid, resource reference, reversing stereotyping/bias in textbooks). Except for Alaska and Canada, our referral source for the regions designated and their tribal entries was National Geographic Society's Indians of North America (1979). A listing of tribes represented in the bibliography is presented at the beginning of each regional index section.

Regions listed are Alaska, California, Canada, Great Basin, Northeast, Northwest Coast, Great Plains, Plateau, Southeast and Southwest. Although an item may be

included in a specific area, many of the regional listings have cross-cultural applicability. If entries named several regions, they are cross-referenced in the index. The last section in the regional index is General which cites material with no specific tribal designation.

Audio/Visual Index. An alphabetized, title listing of cassette tapes, records, films, slides and videotapes available and appropriate for classroom use. In addition to citing page numbers, the index also notes if the entry is an audio, film/video or slide reference and the appropriate region it covers.

Bibliography Index. Lists titles alphabetically and gives page numbers of descriptive information.

Curriculum Resource Personnel. Lists, in alphabetical order, names and addresses of women in OHOYO ONE THOUSAND: A Resource Guide of American Indian-Alaska Native Women, 1982 with curriculum development expertise.

Classroom Curriculum Materials

Acoma Head Start
Box 309
Pueblo of Acoma, N. Mex. 87034

E — Cookbook for Little Acoma Cooks. Hilda Aragon and Prudence Torivio; 1980. Recipes for tortillas, blue corn tortillas, Indian fry bread, corn bread, baked cheese sandwich, applesauce, carrot salad, applesauce cake, apple salad, snack ideas and others. Large print; drawings.

E — Mrs. Ortiz Makes Fry Bread. Words and illustrations by Sandra Simons; 1979. Step-by-step process with illustrations of how Mrs. Lola Ortiz makes fry bread. To be read aloud to child. Familiar activity/scene. 14 pages.

P — My ABC Book. Fred Garcia; 1979. Each page has one letter of the printed alphabet in capital and lower case with an illustration of an object whose name begins with that letter. Indian designs on cover.

P — My Birthday on Christmas Day. Debbie Garcia; illus. by Hilda Aragon; 1980. Story to be read aloud. Tells of a ten-year-old's birthday which falls on Christmas Day.

P — My First Picture Sentence Flipback. Acoma Partners in Basics; 1981. Goal/purpose to develop basic sight vocabulary and awareness of sentence parts and patterns. Familiar scene, Indian objects and activities. Child will learn to name the pictures then read the words.

P — A Visit to the Dentist. Text and photos by Sandra Simons. Designed to reassure children about their visit to the dentist. Photographs of Indian children in all stages of the process. Photographs with explanations of equipment. Nurse and dentist pictures showing what they do. Good and bad foods for teeth are shown. Use of toothbrush explained.

Acoma Partners in Basics
Box 307
Pueblo of Acoma, N. Mex. 87034

P — ABC Fold Out Book. Illus. by Hilda Aragon. Designed to teach the alphabet to preschoolers. Each letter of the alphabet is shown in capitals and in small print. There are three pictures of objects whose name begins with each letter; for example: A/a for apple, arrows, Acoma (words and pictures to illustrate). Each letter, A through Z, is illustrated.

P — Acoma Picture Book. 1978. This book is shaped like an Acoma pot. The attractive cover reflects the design on the pottery. No text, but a series of photographs tells the story of the terrain around the Acoma Pueblo and shows some of the pueblo buildings and homes.

P — Big to Little Puzzles. 1981. Cards with drawings of familiar objects (drums, moccasins, rattles, pots) ranging in size from largest to smallest and descriptive word. Goal is to achieve understanding of size and to build vocabulary to describe sizes. Root word is explained then endings (-er, -est), (small, big, large, little). Add endings to other familiar words and explain. Cut card to separate picture and word. Let child put right word with picture.

R — Bookbinding and Puzzle Making Instructions. Hilda Aragon; 1980. Instructions for making a book with folded papers and cardboard cover. Step-by-step instructions with illustrations: how to assemble and cover with fabric. Activity for grades 4 and 5.

P — Farm Animals. Illus. by Hilda Aragon; 1980. A picture book of farm animals with illustrations of 12 animals and the animal name in English under the drawing.

P-A — Home Sweet Home. 1981. A game designed for all family members to play together. Game has pictures of familiar places and happenings. Read and spell out words to encourage learning. Goal: sharing and encouraging self-expression.

P — Let's Count Lambs. Hilda Aragon; 1980. Series of illustrations of frisky little lambs which illustrate numbers one through ten. There is an illustration, a large Arabic numeral, and the name of the number in English.

P — The Picture Deck. 1981. Pictures on cardboard squares, identifying names/words on separate cards/squares on large sheets to be cut apart; suggestions for use in games; grouping pictures by beginning sounds; grouping pictures by ending sounds; make sentences using the words; separate into like and unlike groups; teaches classification skills.

A — Play Book for Mom and Baby. Rosi Maupin; illus. by Hilda Aragon; 1980. Describes activities for parents/caretakers of infants to participate in with the babies. Suggestions are first made for the proper adult attitudes then necessary steps in the baby's development are noted. Using simple, readily available materials, the adult can make toys which will stimulate the baby's growth and development. Suggestions for these with descriptions are given. Activities are described and brief comments are made about the importance of the activities. Simple games are described which stimulate the baby's perceptions. There is a chart which lists things the baby should be able to do at various ages. Especially helpful for new mothers. 20 pages.

P Roundup. Sandra Simons and Ferman Martines; photographs by Sandra Simons; 1981. Story to be read aloud/first reader. Card of suggestions to aid learning (for parents). Suggests related topics for conversation/storytelling. Photos of cattle roundup. Suggested questions about the book. Purpose: to develop vocabulary. List of words to learn.

R Voices of Our Elders: Books for Our Children. Sandra Simons-Ailes and Hilda Aragon; 1982. Booklet is written for school staff and school volunteers as a how-to-do-it guide for developing a school/community partnership in writing and publishing books for children reflecting their culture and community. The step-by-step descriptions and illustrations of bookmaking include basic information and suggestions for gathering community stories, how to apply for copyrights and actual development and printing of books. A glossary of terms is also provided. 34 pages.

Akwesasne Notes
Mohawk Nation at Akwesasne
via Rooseveltown, N.Y. 13683

E Migration of the Iroquois. Tehanetorens; illus. by Kahonhes (John Fadden); third printing 1976. About Hotinonsonni/Iroquois/Six Nations. Numerous illustrations to further explain text of origin and migration of Iroquois. One of the largest beaded belts in the world telling this story is at Six Nations Museum at Onchiata, N.Y. Tape of Ray Fadden reading text is available from publisher.

American Indian Lawyer Training Program, Inc.
319 Macarthur Blvd.
Oakland, Calif. 94610

A Indian Child Welfare Act of 1978: A Law For Our Children. Carrie Small, Staff Attorney-Editor; Alice Griffin-Garber, Managing Editor. Resource book for individuals working with this new law. Summary and analysis of Act and regulations and discussion of strategies for implementation. Thirty minute videotape available. Suitable for social studies classes.

A Indian Law Reporter. Carrie Small, Staff Attorney-Editor; Alice Griffin-Garber, Managing Editor. A monthly reporter service collecting, reporting and summarizing current developments in Indian law, including state and federal court decisions and legislation. Suitable for college students.

A Indian Natural Resource Law and Finance: Summary of Proceedings. Carrie Small, Staff Attorney-Editor; Alice Griffin-Garber, Managing Editor. Overview of May 1979 conference. Papers by national experts will include articles on topics such as coal, oil, gas, mineral development, financing, etc.

A Indian Self-Determination and the Role of Tribal Courts. Carrie Small, Staff Attorney-Editor; Alice Griffin-Garber, Managing Editor. Extensive survey of 100 tribal court systems. Recommendations regarding obstacles facing tribal justice systems.

A Indian Tribes as Governments. Carrie Small, Staff Attorney-Editor; Alice Griffin-Garber, Managing Editor. A 1975 report based on research by a team of lawyers and law students assessing tribal government institutions. Chapters cover the tribal governing structure, tribal court structure, economic development, and the tribal-BIA relationship. Contents include pertinent legislation.

A Investigative Hearings: Indian Child Welfare. Carrie Small, Staff Attorney-Editor; Alice Griffin-Garber, Managing Editor. A summary, transcript and recommendations based on April 1980 hearings on this vital subject.

A Issues in Mutuality. Carrie Small, Staff Attorney-Editor; Alice Griffin-Garber, Managing Editor. Report of recognition of tribal court judgments in state and county courts.

A Justice in Indian Country. Carrie Small, Staff Attorney-Editor; Alice Griffin-Garber, Managing Editor. An assessment of the administration of justice in Indian country. Includes recommendations and a summary, analysis and transcript of January 1980 hearings.

A Manual of Indian Criminal Jurisdiction. Carrie Small, Staff Attorney-Editor; Alice Griffin-Garber, Managing Editor. Sets forth and discusses past and present law; analyzes recent developments.

A Manual of Indian Law. Carrie Small, Staff Attorney-Editor; Alice Griffin-Garber, Managing Editor. Articles by nationally recognized experts will discuss a broad range of topics including P.L. 280, tax, natural resources, jurisdiction and the Indian Civil Rights Act. Will be heavily footnoted and contain relevant documents.

A Tribal Court Reporter. Carrie Small, Staff Attorney-Editor; Alice Griffin-Garber, Managing Editor. A quarterly publication reporting and analyzing tribal court decisions and containing articles dealing with the issues and responsibilities facing tribal courts and governments.

Americans for Indian Opportunity
1140 Connecticut Avenue, N.W., Suite 301
Washington, D.C. 20036

A Asbestos: A Lingering Danger. Stuart Malcolm; 1980. This publication discusses the hazards of asbestos, its uses, problems with exposure to asbestos and the ways in which these items affect Indians. There are suggestions for what can be done about asbestos related problems, places to send for additional information, addresses of BIA Safety Managers and a list of mines on or near Indian lands.

A Copper, Its Environmental Impacts. Elizabeth Boutis, Jonathan Jantzen; 1980. The historical and current uses and importance of copper are explained. Some attention is given to the copper mining process. But the major emphasis is on the way in which copper mining/use affects the environment. These topics are discussed: visual impact, air pollution, water pollution, noise and vibration, subsidence, dereliction and reclamation, waste, sociological impact and direct health hazards. A map reveals major copper deposits in the United States and Indian reservations near copper deposits are listed in an appendix. 19 pages.

A Radiation and Its Health Effects. Terrie Duda; 1980. Historical information is provided to show that radiation has created problems/hazards for at least 100 years. A technical description of atomic structure and ionizing radiation is given. The differences between natural radiation and radiation from human activities are noted. There is a discussion of uranium mining and milling and the numbers of persons directly affected. Health effects of radiation are discussed and there is testimony by several experts in radiology and epidemiology. A glossary of related terms and definitions is included. A list of physical organs most likely to be affected by radiation and the possible major effects produced are listed. 32 pages.

A Timber Production and Its Environmental Impacts. Julia K. Provost; 1980. The effects on the environment of indiscriminate timber cutting practices is discussed in detail. The timber resources logging methods and site preparations are described. The effects of careless abuses of this natural product on water quality, human health hazards, cultural values are given attention. Chemical effects and erosion effects are also considered. A well planned management system is the obvious need. 19 pages.

A You Don't Have to be Poor to be Indian. Maggie Gover. This book is a compilation of readings in resource development and is concerned with Indian control of Indian resources. It is a discussion of problems that tribal leaders must resolve. The stated purpose is to supply relevant information and to suggest options or new ideas for Indian control of Indian resources. Topics include the importance of long range planning, barriers to development, and methods for dealing

with developers and financial institutions. Current problems associated with recreational areas, fishing rights, agriculture, energy, and mineral resources are discussed. A final chapter questions the way in which future generations will evaluate current decisions. 192 pages.

Anishinabe Reading Materials
Indian Education Dept.
Central Administration Bldg.
Lake Ave. and Second St.
Duluth, Minn. 55802

E — Aseban: The Ojibwe Word for Racoon. 1981. Ojibwe version of how the racoon got his stripes. Written in English and Ojibwe. Colored illustrations enhance story and its presentation of Ojibwe culture and values.

P — Cheer Up Old Man. Illus. by Vince Cody; 1981. Designed as one of four developmental readers for first and second grade children.

I-A — A Long Time Ago is Just Like Today. 1981. A collection of myths, poems, legends and stories from Native American people of northern Minnesota.

P — Manabozho and the Bullrushes. Illus. by John Peyton; 1981. Designed as one of four developmental readers for first and second grade children.

P — Real Wild Rice. Illus. by Vince Cody; 1981. Designed as one of four developmental readers for first and second grade children.

P — Shemay: The Bird in the Sugarbush. Illus. by Carl Gawboy; 1981. Designed as one of four developmental readers for first and second grade children.

Association on American Indian Affairs, Inc.
432 Park Ave., South
New York, N.Y. 10016

E — Three Lakota Grandmother Stories--Health Lessons for Young People. Virginia Driving Hawk Sneve; 1975. Three short stories included

describe different aspects of medical and dental health care. 20 pages.

Blackfeet Heritage Program
Browning Public Schools
Box 610
Browning, Mont. 59417

E-I Blackfeet Humor-Poetry Book. George Peterson; comp. and ed. by Roxanne De Marce; 1980. A collection of 16 humorous poems, written by George Peterson, "who lived during an era, what you call a real true cowboy era" in a place where there was no farmland or any fences at all. He writes of these experiences, experiences in Alaska, long, cold winters, and stories he has heard. Illustrations are also humorous and were drawn by Gerald Trombley. 40 pages.

P-E Blackfeet Language Coloring Book. Elizabeth Lewis; 1978. There are 31 pictures to be colored with the names in English and in the Blackfeet language. A guide for Piegan Blackfeet pronunciation and spelling is given at the beginning. The pictures are of familiar objects and animals and the numbers one through ten are also to be colored. 66 pages.

S-A The Blackfeet Ni Si Té Ka Yi Só Ka·Kio Sa To·P. Diane Barlow, Viney Kennedy, Jackie Parsons, Stan Juneau, and James Kennedy; illus. by D.W. Billedeaux; 1978. A collection of five essays by five different authors. Diane Barlow writes on "Before the Reservation," a scholarly account not based on personal experience or tribal lore. Viney Kennedy wrote an historical account of the Blackfeets' relationship with the U.S. Government in "Treaties, Executive Orders and Acts of Congress." Jackie Parsons wrote about "Education" which discusses various kinds of schools which were available to the Blackfeet. "Tribal Government" is the topic of James Kennedy's essay and "An Overview of the Blackfeet" is given by Stan Juneau. This is a scholarly and well written book appropriate for adults, senior high school students or college students. 31 pages.

I-S The Educational Movement of the Blackfeet Indians 1840-1979. Jackie Parsons; illus. by Dan Parsons; ed. by Roxanne De Marce; 1980. A section is devoted to each of these types of schools: mission schools, reservation day schools, government boarding schools, public and private schools and schools on the Blackfeet Reservation. Maps of school locations are provided and there is an interesting section of interviews with senior Blackfeet members who had attended the early schools. 45 pages.

S-A Ghost Stories. Bill Big Springs, Sr., Louie Fish, Tom Found A Gun, Francis Potts, Annie Short Robe Running Crane, Mike Swims Under, and

Dave Wells; illus. by Vernon No Runner. Relates true incidents or experiences which cannot be explained. Shows that part of Blackfeet culture is still intact.

I-A Grass Woman Stories. Mary Ground; illus. by Chuck No Runner; 1978. Mary Ground, whose Indian name is Grass Woman, has lived through extreme changes in the Blackfeet Tribe. She was brought from Canada to the U.S. on a travois as a small child. Married in 1899 when she was 16, she lived on a ranch with her husband for 52 years where they raised 14 children. She has lived through the days when her family lived in a tipi, when the reservation was a fenced compound patrolled by U.S. Military, when they moved to White man's style houses, when the language and many customs and ceremonies seemed to be disappearing to a time when there is a revised interest in traditions and old ways. Some of these stories are of actual events and people, some are traditional legends, and some explain the Blackfeet traditional life style and customs. 59 pages.

S-A Handbook of Blackfeet Tribal Law. Dan Gilham, Sr.; illus. by Dan Gilham, Jr. Gives brief history of Indian law enforcement, background and information about tribal authority to make laws.

E-S Napi Stories. Written and comp. by Darnell Davis Rides At The Door; illus. by Barbara Gilham Aubert; 1979. Napi is a Blackfeet culture hero who teased, pulled pranks, etc. In some stories he is serious; in others he is foolish and spiteful. These are 13 traditional stories passed down from generation to generation. They contain morals and generally teach a lesson or prove a point. 38 pages.

S-A 1907-1908 Blackfeet Heritage Census Book. Hardbound edition of census of 600 families of Blackfeet descent. Historical highlights are included among the family trees. The historical backgrounds of the Blackfeet Heritage Program Culture Committee members are also included.

E-I Pinto Horse Rider. Tom Many Guns; illus. by Wilbur Black Weasel; 1979. Tom Many Guns tells portions of his life and stories about people he has known. Twenty short stories are told which reveal much about the Blackfeet culture. Tom Many Guns was born in a log cabin in 1894. He has seen, and tells about, many changes that have come to the Blackfeet people. 67 pages.

S Pre-Columbian History of the Red Man. Ed. by Roxanne De Marce; written by Nell Kipp; 1980. Nell Kipp has written this book to correct some of the misinformation about the Blackfeet she has read in books by modern day authors. She knows from personal experience their "theories" are incorrect and she wishes to preserve the truth for modern Blackfeet who have not had her experiences and knowledge. This is an interesting and valuable source of accurate, historical knowledge about the Blackfeet and other tribes as well. 48 pages.

E-I Roaming Days. George Comes At Night; ed. by Jane Bailey; illus. by Marilyn Woods; 1978. George Comes At Night wrote these stories as

they were told to him. Main characters and events are true although names of some minor characters were changed. There are 11 stories which reflect the history and culture of the Blackfeet people. There are several maps which show tribal hunting territories before 1900. These are true stories of the old days. 67 pages.

E — Sta-Ai-Tsi-Nix-Sin Ghost Stories. Mary Ellen LaFromboise; illus. by Vernon No Runner; interviewer, Wilma Wells McEvers; 1979. A collection of 12 ghost stories. Introduction states that ghost stories are told today primarily for entertainment but also as a social control. Traditionally they were told for those reasons but also they served to reinforce Blackfeet religious beliefs and to link the unknown with the known. Traditional stories remembered by those interviewed or are unexplained happenings from their own experiences. 47 pages.

Black Hills State College
The Supply Store
Spearfish, S. Dak. 57783

S-A — American Indian Political Systems. Developed by Vivian One Feather; 1975. Guide for Political Science. 86 pages.

A — Indian Community Organization and Development. Developed by Vivian One Feather; 1977. Guide for Sociology. 68 pages.

S-A — Lakota Oral Literature. Developed by Vivian One Feather; 1974. For use in English courses. 41 pages.

S-A — Lakota Social Systems. Developed by Vivian One Feather; 1975. Guide for Sociology. 74 pages.

S-A — Tribal Law and Development Policies. Developed by Vivian One Feather; 1975. Guide for Political Science. 69 pages.

S-A — Tribal Law, Treaties and Government. Developed by Vivian One Feather; 1975. Guide for Political Science. 88 pages.

S — Unit 1, Ehanni; Unit 2, Tiospayes; Unit 3, Makoce; Unit 4, Lakota Wohilikeegnapi; Unit 5, Itancan; Unit 6, Lakota Woskate. Vivian One Feather; 1974. Brochure giving complete listing available from source.

Buffalo Public Schools
Division of Instructional Services
Native American Resource Program
Buffalo, N.Y.

P-S The Iroquois People: A Reference Guide. Marilyn Rosenblat, Curriculum Director; Priscilla Neidermeyer, Indian Committee Chairperson; 1973. Resource text for grades K-12. Presents wealth of information concentrating on the chronological history of Iroquois Nations indigenous to Niagara Falls area from pre-Columbian to contemporary lifestyles and issues. Intended use is to incorporate unit into school program to foster better understanding of the Indian and identify positively the unique background and contributions of the Iroquois people. The model of the Iroquois Confederacy, the culture of the Iroquois people, government policies and land issues are among the topics discussed. A bibliography of suggested additional readings, Indian organizations, newspapers, films, tapes, is also attached.

Bureau of Indian Affairs
Aberdeen Area Office
Curriculum Development Center
Aberdeen, S. Dak. 57401

I-S Eya The Evil One Makes War On the Lakota People. Evelyn Two Hawk; Illus. by Michael C. Bery and Vic Runnels. This comic book covers several types of addiction: sniffing, alcohol and drugs. It shows the results of drug use on behavior and how this behavior affects others. It points out that each person makes a decision whether to use drugs or not and how to deal with the resulting problems. There is a letter to parents, a letter to students and a letter to the teacher. The story uses culture character Eya and makes the situations and characters familiar so that the student can identify with them. Illustrations are well done and text uses typical teenage slang. Morals are clearly stated. A chart showing law violations in Aberdeen area for 1977 is included with specific numbers of violations for various crimes. 47 pages.

Bureau of Indian Affairs
Aberdeen Area Office
Office of Educational Services
Aberdeen, S. Dak. 57401

S Alcoholism: Devastation for Indians: 36 Lessons in Alcoholism. William A. Pike, Ed. D.; 1977. Each lesson deals with some aspect of alcoholism. Several lessons are devoted to the historical use of alcohol in various cultures in a variety of situations. It is pointed out that alcohol has been used for ceremonial as well as social occasions. Laws regarding alcohol are discussed. Myths and facts about alcohol are listed. The physical effects of alcohol are explained. The results of alcoholism on families and communities are explained and various kinds of treatments and programs are discussed. Some statistics are included. Personal histories are told of five recovering alcoholics. Each lesson is centered around activities as well as a text with questions section. There is a pre-test and a post-test available to indicate knowledge gained. A Teacher's Lesson Plan manual is available with a syllabus for an 18-week program. There is a list of books which may be borrowed and 16mm films to be used. Film-strips, cassettes and slides are also listed by titles and are available to be loaned for two weeks. 117 pages.

Bureau of Indian Affairs
Anadarko Area Office
Indian Education Programs
Anadarko, Okla. 73005

S Indian Curriculum Materials. 1979, revised 1980. A resource guide on art, math, science, Indian studies, social studies, library science and homemaking. It is a collaborated effort of teachers at Chilocco Indian School, Concho Indian School, Ft. Sill Indian School, personnel of the Anadarko Area Office of Indian Education and the American Indian Institute at the University of Oklahoma. Although the stated purpose of the guide is to present "Indian-based curriculum content to the students of the federal boarding schools in western Oklahoma," there is a wealth of material which would be useful for any group studying the cultures of Plains Indians. Grade levels are given for each unit and objectives, background information, activities with instructional illustrations, legends, lesson plans, questionnaires, bibliographies and evaluation sheets are all provided. A brief biography with a photograph of each teacher-contributor is included. Student drawings and photographs of students provide variety in the format. 301 pages.

Bureau of Indian Affairs
Bilingual Education Center
Bethel Agency
Bethel, Alaska 99559

E — Akiugnerit Giuliamta. Comp. and ed. by Susan Henry. Yupik trans. by Sophie Shield. A collection of nine stories originally told in Yupik Eskimo language by Native storytellers. Original stories were recorded on tape in Yupik, then translated into English by Agnes L. Brown and Margaret Andrewyuk Huntsman. Stories are first printed in Yupik; second part of the book tells the same stories in English.

Bureau of Indian Affairs
Nome Agency Bilingual Educational Resource Center
Box 1108
Nome, Alaska 99762

E-S — Aghnaghaghhaq Kayngeni (The Eskimo Girl and the Brown Bear). Grace Slwooko; illus. by Michael Apatiki. This legend tells the story of a little Eskimo girl who was separated from her companions in a fog. Told in both St. Lawrence Yupik and English. 21 pages.

E-S — Kaviighhaankuk Meteghllugenkuk (Fox and the Raven). G. Slwooko; illus. by Michael Apatiki. Story told in Ulimaiat and English. Text beneath illustrations is St. Lawrence Yupik; English text given in back of book. 28 pages.

E-S — Mekelghiighhaq Umegneghllagmi (Little Boy in the Storm). Grace Slwooko; illus. by Michael Apatiki. This legend tells the story of an Eskimo boy who tricked the storm giant into stopping snow storms and into producing warm, sunny days. Text under illustrations is in St. Lawrence Yupik; English text given in back of book. 22 pages.

E — Qawaagpaget Qinupugtullghit (Trouble in the Families of Eagles). G. Slwooko; illus. by Michael Apatiki. This legend told in St. Lawrence Yupik and English. Teaches several moral lessons: one should not steal another's property; it is generous and kind to care for the young and helpless; those who are nice and brave are victorious; those who are bad and careless are losers in life. 17 pages.

E-S — Sikiggaankuk Meteghllugenkuk (The Squirrel and the Raven). Grace Slwooko; illus. by Michael Apatiki. This legend demonstrates the value of cleverness. Told in English and St. Lawrence Yupik. 13 pages.

E-S Yuggaankuk Kayngenkuk (Eskimo Man and the Brown Bear). Grace Slwooko; illus. by Michael Apatiki. This legend of an Eskimo man who meets a brown bear while on a trip is told in St. Lawrence Yupik and English. 14 pages.

E-S Yuggaankuk Mayeraaghpagenkuk (Eskimo Man and the Giant). Grace Slwooko; illus. by Michael Apatiki. This legend is told in St. Lawrence Yupik and English. It is the tale of an Eskimo man who was caught in a storm while seal hunting and could not get home. 12 pages.

Canoncito Community School Board of Education, Inc.
P.O. Box 7566
Albuquerque, N. Mex. 87194

S Canoncito Career Vocational Program. Project Director, Grayce Thompson. Provides Canoncito Navajo youth enrolled in grades 9-12 at West Mesa High School with some experience in making career choices, using the experience-exposure approach in cooperation with the Albuquerque business community. Students will be paired with workers in 16 different occupational clusters so they can discover their interests, abilities, and needs and can then begin to determine their career options and the kind of post-secondary training they will need to realize those options. The program will seek to raise the educational level of the community, insure the employability of a greater number of Canoncito youth, and serve as a "door opener" to many Albuquerque businesses which otherwise might be unaware of the Canoncito people and their specific needs for occupational training opportunities.

Centauri Junior High
Ethnic Heritage Project
Box 67
Capulin, Colo. 81124

I Ute Unit Study Guide and Follow Up Activities. 1979-80. Six traditional stories narrated by Jim Jefferson. Included also are tests, student evaluation forms, a bibliography of Ute references, a chronology of Ute history and a brief history of the tribe. The unit is especially designed to give students a feeling of Ute life in the San Luis Valley. A slide presentation is also part of the unit.

Center for In-Service Education, Inc.
Box 754
Loveland, Colo. 80537

P — Go-Gee-Ya, The Jicarilla Apache Feast (September 14, 15, 16). Arnold Vicenti; illus. by Eric Vigil. A description of Go-Gee-Ya, Jicarilla Apache annual feast at Stone Lake campgrounds.

P — Mother Nature at Work. Ed. by Gina Harve; story and illus. by Wilfred Sisco. Beginning reader with English and Navajo versions available. Makes reading more interesting and understandable for Navajo reservation children through use of familiar Navajo articles and concepts to explain life on the reservation.

E — Nakeyah Ki Noshchii (Trees On Our Reservation). Arnold Vicenti; 1976. Written in Apache and English, this illustrated, bilingual reader contains brief descriptions of ten trees found on the Jicarilla Reservation. 22 pages.

Cherokee Bilingual Education Program
P.O. Box 769
Tahlequah, Okla. 74464

E — Biographies. The following research stories have been done for reading on the elementary level. They could be used for study units in social studies. Biographies included are: Elias Boudinot, John Bowles, Will Rogers and Joe Thornton.

P — Cherokee Coloring Books (Large) (Small).

E — Cherokee Cultural Enrichment Guide.

E — Cherokee Folk Tales. The following Cherokee folk tales have been translated from Cherokee and prepared for reading in English on elementary level:

How the Cherokees Learned to Make Pottery
Indian Leprechaun*
Mountain Lion
The Origin of Dances
The Rabbit and the Bear*
The Rabbit and the Buzzard
Running Bear
Stolen Wagon
Three Brothers and the Water Beast
Why the Possum's Tail is Bare*

*These stories are also written in Roman script.

E Cherokee Folk Tales Collection. These folk tales were gathered from various Cherokees within local communities. Some are real life experiences and others have been handed down from generation to generation. These stories were done in English and Cherokee syllabary.

E Cherokee Literacy Handbook. Contains common everyday Cherokee words plus names for men and women, etc. Written in English, Roman script, and in Cherokee syllabary.

E Cherokee Roman Script Primers (I, II, III, IV, V, VI, VII, VIII, IX, X). Illus. by Shirley Owl, Miss Cherokee 1974-75. Designed for development of reading skills in Cherokee.

E Cherokee Roman Script Readers (I, II, III, IV). Designed to prepare one to read Cherokee in Roman script with a key word and appropriate illustrations.

E-A Cherokee Songbook. Agnes Cowen, Project Director.

E Cherokee Spelling Booklet I, II, III, IV. Available to the individual who is learning to read and write the language through use of Cherokee Syllabary Primers. Each item designed to correspond with the lesson pattern of the primers.

E Cherokee Syllabary Cartoon Readers. These cartoon readers are additional materials in Cherokee for reading and writing syllabary. Beetle Bailey, Blondie, Hi and Lois, and Popeye cartoons are included.

E Cherokee Syllabary Primer Workbook I, II, III, IV, V. Available to the individual who is learning to read and write the language through use of Cherokee Syllabary Primers. Each workbook designed to correspond with the lesson pattern of the primers.

E Cherokee Syllabary Primers I, II, III, IV, V. Designed for teaching speakers of Cherokee to read materials written in the syllabary. Each lesson has a new character, exercise, and a picture with a text for reading practice.

E Cherokee Writing Booklet I, II, III, IV. Available to the individual who is learning to read and write the language through use of Cherokee Syllabary Primers. Each item designed to correspond with lesson pattern of the primers.

E Culture Based Curriculum Material For Cherokee Children. This is a booklet which contains eight stories or legends and a game from various American Indian tribes; three of the stories are Cherokee and five from other tribes.

E Folktales I, II, III. Each of three volumes contains five or six stories in both Cherokee and English languages.

P — My Little Can & Can't Book. A simple reader written in English and Cherokee in the Roman script. Ideal for learning phrases and short sentences in Cherokee.

P — Reading Readiness Visual Kit. Designed to be used in preschool and lower elementary in language development in oral Cherokee. Kit consists of 60 11"x17" full-color cards in a vinyl carrying case and a teacher's guide. Guide contains statements and questions in English, Roman script, and the syllabary to accompany each card.

P — Steven's First Day at School. A simple reader containing short phrases and sentences written in English, Roman script, and in the Cherokee syllabary. It is full of illustrations for everyday household activities. Can also be used as a coloring book.

Note: See Resource Section for cassette tapes.

Cherokee Nation of Oklahoma
Education Department
Tahlequah, Okla. 74464

E — Siyo, My Name is Chooch, I Am A Cherokee. Mary Tiger Brown; 1982. A basic reading skill text for children in second and third grades using material that is culturally relevant to the Cherokee life style. Illustrations and words depict authentic representation of the present day Cherokee life style for a large number of Cherokee people in rural Oklahoma. It should be used as a supplement to the student's reading class to reinforce familiar words in a cultural setting. The pages may also be used as a coloring book.

E — Cherokee Studies: Teaching Unit in Cherokee History. Mary Tiger Brown; 1982. Series of eight lessons, each 45 minutes, designed for the purposes of acquainting students with the history of the Cherokee people and promoting knowledge and understanding of the Cherokee culture. Aspects of Cherokee life covered include tribal origins, housing, foods, clans, clothing and the Cherokee Removal. Illustrations, sample test questions and related references are also included. Although planned for grade 6 usage, the unit is adaptable for students in lower or higher grades.

Children's Press
Chicago, Ill.

E — Speaking Out. Ada Deer; 1970. Inspiring book on life of this Indian woman leader and advocate. Talks of her growing up and learning to be the figure who brought the Menominee to restoration and who still exercises leadership on the state and national level.

Coqualeetza Education Training Centre
Box 370
7201 Vedder Rd.
Sardis, B.C. V0X 1Y0

P-I — Sto:Lo Sitel Curriculum. Coord. by Shirley Leon. A complete social studies curriculum for elementary grades. When completed, this curriculum will contain a variety of multi-media learning materials focusing on Upper Sto:lo history and culture. Appropriate units: grades 1 through 7. Involvement of elders in review of materials.

Crow Agency
Bilingual Materials Development Center
Box 219
Billings,Mont. 59022

P — Aammishe Apaaliim Hiik (Mischievous Meets a Porcupine). Illus. by Richard Real Bird; 1975, revised 1977, reprinted 1980. The story of a colt, Mischievous, meeting a porcupine. Written in Crow followed by an English version.

P — Aammishe Basaxam Hiik (Mischievous Meets a Turtle) Book II. Illus. by Richard Real Bird; 1975, 1977. The story of a colt meeting a turtle. Written in Crow followed by an English version.

P — Aammishe Cheetam Hiik (Mischievous Meets a Wolf). Illus. by Richard Real Bird; 1980. A short story about a colt, Mischievous, and his encounter with a wolf. Written in Crow with an English translation.

P — Aammishe Xuahcheem Hiik (Mischievous Meets a Skunk). Illus. by Richard Real Bird; 1975, reprinted 1977, 1980. Short story about a colt's encounter with a skunk. Written in Crow with English translation.

P-E Apsaalooke Ammalaau Alapchisuua. Euna Rose He Does It; 1980. Illustrated Crow alphabet book with phrases using the letters and describing actions in illustrations.

P Apsaalooke Ammalaatuua (Crow Alphabet Book). 1979. Pictoral introduction to the sound-symbol correspondences in Crow orthography. Excellent both for reading readiness and as an aid for Crow speakers seeking literacy in Crow. Flash cards available.

E Apsaalooke Iiwaakaatxachio. Susanna Old Horn, Agnes Dant Mix, Dora Rides Horse, Joy Toineeta, Crow Tribe Elders; illus. by Lawrence Big Hair and Jeffery Medicine Horse; 1972, reprinted 1974, 1979. A collection of traditional lullabies written in Crow with an English translation.

E Awekualawaachish (Sits in the Middle of the Land). Illus. by Jeffery Medicine Horse; 1978, revised 1979. A brief biography of "Sits in the Middle of the Land" (also known as Blackfoot), a great chief of the Crows who is honored each year in September. Also given is his testimony regarding promises and intentions of the treaties of 1851 and 1868 between the United States and the Crow tribe. Biography written in English followed by Crow translation; testimony in English.

P Baalaaitchiimmaachik (It's Going to be a Good Winter). 1979. A reader which depicts traditional Crow weather forecasting. Vocabulary flash cards available.

P-E Bacheewaatchaachish (One Brave Man). Marlene Walking Bear; illus. by Gayl Cook; 1981. A child remembers a tale told to him and his brothers and sisters by his grandfather one cold winter night while his grandmother made pudding and fried bread for everyone. Grandfather told a story about a group of men who all said they were brave except one man who said he would have to know the circumstances first. When confronted with a real situation, only the one man was brave. Written in Crow with English translation.

P Balashe Harold Huuk Bassee (My Name is Harold) Book I. Illus. by Gayl Cook. Written in Crow, this book is the story of a mallard duck named Harold. He describes where he is living in Alaska, what the environment and his life are like, why he will soon be going south and how quickly the weather can change. English translation in the back. Four books in series.

E Balashe Harold Huuk Iiluupe (My Name is Harold) Book II, (Iilaawiia) Book III, (Iishoope) Book IV. Illus. by Gayl Cook; 1980. A continuation of Harold's story. Questions about ecological problems are woven into the story and values are reinforced. The story is written in Crow with English translation at the back.

P Basaxamnak Uuttamnek (The Turtle and the Weasel). 1979. Traditional story which was designed to introduce a variety of verb forms.

P Biawakshim Awaxaawe Kussbaauk (Our Summer Trips to the Mountains). Written and illus. by Louella Johnson; 1980. Story is told by Good-

In-Every-Way about a time when she went to the mountains with her family when she was 11 years old. Written in Crow with an English translation.

P — Biilee Daakiio, A Flannel Board Story. Mary Helen Medicine Horse, Crow version; Joy Yellowtail Toineeta, English version; 1980. Characters from The Legend of the Wild Geese which is told first in Crow then in English are sketched. Students are instructed to first paint or color individual pieces, then cut out and place characters according to the action of the story.

P — Bilaxpaake Axuoo (Level I). Euna Rose He Does It; illus. by Kennard Real Bird; 1980. Book is intended to help the Crow reading student identify the various parts of the human body. A set of transparencies available for the teacher. A glossary of Crow words and an English explanation or translation.

E — Bilaxpaake Axuoo (Level II and Level III). Euna Rose He Does It; illus. by Kennard Real Bird; 1980. Books in a series of three which are designed to help the Crow students identify the parts of the human body using the Crow language. There is a glossary of Crow words at the back of the book and an English translation for each. A set of transparencies is available for teacher's use.

E-A — Bilingual Education Calendar. Interviews and translations from Crow by Mary Helen Medicine Horse and Marlene Walking Bear; 1981. Each month of this calendar is enhanced by a photograph of a tribal elder and their words spoken in support of bilingual education and its value for their children.

E — Bitaalasshia Alitchiasshiituualak Bahaa Awuuasshiituualak (Lodging Lining and Spring Boy). Told by Yellow Brow and Short Bull; trans. by Mary Helen Medicine Horse; illus. by Jeffery Medicine Horse; 1980. A traditional story, variations of which are told in several tribes. The story of twin boys who are culture heroes. In spite of warning about dangers, they slay all the monsters and make their homeland safe. Written in Crow with English translation.

P — Buattaawilaxpaakelak Dakaakshuakaatelak (Coyote and the Bluebird). Told by Helen Ramon; Crow version by Loretta Moccasin; illus. by Gayl Cook; 1981. A Crow adaptation of a Papago story. The story is printed in Crow, then in English. It explains why the coyote has a greyish colored fur coat.

A/R — Crow Language Learning Guide. Edith Kates; 1979. Designed to help teach English to Crow speakers. It is a contrastive analysis of Crow and English.

E — Crow Classroom Labels. Identification labels, written in Crow, to place in classroom.

I-A — A Dictionary of Everyday Crow. Comp. by Belva Tushka; 1979. This is a Crow-English, English-Crow dictionary. Most of the entries are stem words since the basic word meaning is contained in the stem. The

reader is advised to learn to recognize prefixes, rename these from the word in question, then look up the stem word. Instructions are given for determining prefixes to isolate the "form" or stem word which contains the central meaning.

P-E Emilysh Isbauaxuawaalaachisshe (Emily's Family Album). Gayl Cook; Crow version by Mary Helen Medicine Horse; 1981. A little Crow girl, Emily Pretty Raven, is home from school, sick in bed. For entertainment, her mother gave her a family picture album to look at. There are 39 drawings which represent the pictures Emily saw which depict family activities in contemporary settings. Under each is a description in Crow. At the back of the book are the descriptions and story in English.

P/R Environment Quadrant (Kindergarten). 1981. There are 11 units in this teacher's guide for kindergarten students. Objectives are listed and methods for achieving them. There are numerous activities described to help develop sensory awareness, differences and similarities between objects, knowledge of: seasonal changes, growth changes in animal and plant life, appropriate clothing and housing for various climates. The students are taught awareness of the way the human body responds to air, water, and fire.

P/R Environment Quadrant (Grade One). 1981. This is a teacher's manual complete with lesson plans. It is one of a series for different grades. This manual is for teachers of grade one. There are ten units described. Objectives are listed and activities to achieve them are described. Bilingual materials are included.

P/R Environment Quadrant (Grade Two). 1981. There are 20 units in this teacher's manual for grade two. Bilingual materials, Crow vocabulary, are included. The students are aided to: discover sensory awarenesses, describe and classify plants and animals, become aware of how plants and animals respond to the environment and live in harmony with each other. The students work with natural materials; learn cause and effect relationships in environments; discuss natural phenomena; discuss population growth and density and body space; migration; and choices for living. Numerous activities are suggested and explained in detail.

P Hawate Aa Pilake Kussee (One to Ten). Raphaelle He Does It; illus. by Kennard Real Bird; 1980. A counting book which tells a story in Crow about two boys who go hunting. Included are the numbers one through ten. English translation included.

S-A Heettaaliile (Legend of the Horned Toad). 1979. Much of the vocabulary in this legend is definitely geared to the upper grades and adults. Excellent for bilingual instructors and others interested in expanding their linguistic competence.

P Hinne Kaalaacheesh (This Old Woman). Mary Helen Medicine Horse; illus. by Gayl Cook; 1981. This book is about a family. The mother is described as "like the old woman who lives in a shoe." She describes her

seven children. Written in Crow with an English translation at the back.

E — Huuh Diiawaxpiichiiweewiik. Crow Literacy Class of 1975 under tutelage of Euna Rose He Does It; illus. by Jeffery Medicine Horse; 1975. A collection of short narratives written in Crow with English translation.

E-I — Huuk Duawaxpiichiiweewiik (Short Stories in Crow). 1979. These short stories were written by students in a beginning Crow composition class.

P — Iiaxpihkuulak Iiihaaxioolak Iichiile (Adding and Subtracting Horses). William Stops; illus. by Richard Real Bird. An arithmetic book which illustrates simple addition and subtraction. Crow and English.

P — Iichiilikaashim (An Elk). 1974, reprinted 1979, 1981. Story written in Crow about a man and a boy and how they kill and butcher an elk. English translation. Vocabulary flash cards available.

E — Iipuuxkoosaaum Baahaaweek (A Dragline Strips the Land). 1979. A nice beginning reader with a contemporary ecology message. Vocabulary flash cards available.

E — Iishoophilissaah (Old Man Coyote Does It a Fourth Time). 1979. This little reader is a nice reprint of one of the traditional Old Man Coyote stories which readers of all ages will enjoy.

E — Iishoophilissaah, A Flannel Board Story. 1981. Story of Old Man Coyote, first in Crow then translated into English. Students are instructed to cut out illustrated story characters and attach pieces to cover in order of the action described by the story.

E — Isaahkawuatteelak Biaxaakuumnak Awe Chichiiluuk (Old Man Coyote and the Ducks Search for Land). 1975; reprinted 1979. A traditional coyote story. Written in Crow with synopsis in English.

E-I — Isshiiooshkunnaalaau: The History of the Crow Tepee. Told by Henry Coyote; illus. by Jeffery Medicine Horse; 1974. The complete story is told in Crow, then in English. It is a hero myth which is a lengthy account of Yellow Leggin's adventures and the benefits he brought to the tribe.

P — Jess Iichiililisshitaakinnuua Ikaak (Jess Goes to the Rodeo). Staff and Kennard Real Bird; illus. by Kennard Real Bird; 1980. Written in Crow with English translation at back of book. A brief story of a visit to a rodeo.

P/R — Language Development (Kindergarten). 1981. This teacher's manual contains 30 units for use in kindergartens. The children are taught to discriminate and identify sounds, rhythms and sound patterns. They are taught sounds of the Crow language and English language, vocabularies in both languages, eye-hand coordination and asked to make letter/characters. They learn to carry our simple directions in

Crow. Objectives are listed for each unit and activities to achieve them are described.

P — Laxassaamnak Lisuukaatamnak (A Snake and A Mouse). 1973, revised 1975, reprinted 1979. A brief story about a snake killing and eating a mouse. Written in Crow with English translation.

P/R — Positive Self Image Quadrant: Kindergarten. 1980. This teacher's guide for kindergarten students is an aid to show the teacher ways in which she/he can help the students develop awareness of self, awareness of self as a family member, cultural differences and likenesses, awareness of value of group participation, values in sharing, acceptance of uniqueness, awareness of self as a Crow. A variety of activities are suggested and bilingual materials are used to teach the languages.

P/R — Positive Self Image Quadrant (Grade One). 1980. This guide for teachers of grade one includes games, role playing, Crow vocabulary, activities, suggested legends for telling, nursery rhymes, recipe for making fry bread, and instructions for participation in war dancing.

P/R — Positive Self Image Quadrant (Grade Two). This teacher's guide for grade two includes numerous suggested activities for learning/play. Materials needed are described and teaching procedures are detailed. Crow vocabulary of short sentences is included. Filmstrips to be used are listed with source.

P/R — Positive Self Image Quadrant (Grade Three). 1980. This is a teacher's manual for grade three to aid in developing students' self-image in a positive way. There are seven units which address: cross cultural socialization, contributing to socio-economic well being, cooperating in a multi-cultural context, demonstrating development of political sense, demonstrating awareness of self as a member of the human race, showing respect for differing cultural aspirations, making synthesis of cultural structures and expressing awareness of mankind's spiritual-aesthetic and socio-cultural needs. Many activities are suggested to help in achieving these objectives. Bilingual materials are used where appropriate. Resource persons are a part of the program and some audiovisual aids are used.

S-A — Reading and Writing Crow. Robert Chadwick and Hu Matthews; 1980. As the Crow language was not written until recently, linguists had to choose symbols to represent Crow sounds. They decided to use symbols that were already familiar so used an alphabet derived from the Latin alphabet. The student must first learn and practice this alphabet and recognize the sound they represent. The text gives a clear explanation of the nature of language, what one must know in order to be able to write that language, and exercises to develop that skill.

P — Shikaakamnak Iisashpitamnak Iaxuhkam (A Boy, A Rabbit, and a Fox). 1975, reprinted 1979, 1981. Written in Crow with English translation. Vocabulary flash cards relating to text available.

P Uuxam Kalaak (A Dog Chased A Deer). Euna Rose He Does It; illus. by Richard Real Bird; 1973, reprinted 1979. Short story written in Crow with English translation.

Crow Agency Public School
Hardin School District
Big Horn County 17H
Crow Agency, Mont. 59022

E-I I Like Your Style: An Anthology of Poems From Crow Agency Public School. Linda M. Hasselstrom; 1980. A collection of poems written by students in Crow Agency Public School with the assistance of poet, Linda M. Hasselstrom. Some poems are in English only, some in both Crow and English.

E-I Remember Me Singing: An Anthology of Poems From Crow Agency Public School. Ed. by Nancy Prothro; 1981. A collection of poems written by students in Crow Agency Public School with the assistance of Nancy Prothro, Poet-in-the-schools. Poems are written in English; several short narratives are in Crow and English.

E-I The Sky is High and Shiny: An Anthology of Poems From Crow Agency Public School. Ed. by Tom Rea; 1979. An anthology of poems written by students in Crow Agency Public School. Printed in English.

Crowell, Collier
New York, N.Y.

A The Tuscaroras. Shirley Hill Witt; 1972. Enlightening work about the history, culture and customs of this Northeast tribe.

Curriculum Associates
5715 58th St., N.E.
Seattle, Wash. 98105

E Coastal Culture Area. Cathy Ross and Roger Fernandes. Unit provides background information, legends, games, illustrations, and art pro-

jects for elementary students. Coastal region includes tribes of North Pacific Coast and Pacific Northwest. Directions and patterns provided for constructing models of coastal longhouse, a totem pole, and a crooked-beak-of-heaven mask of the Kwakiuti people.

E — Desert Culture Area. Cathy Ross and Roger Fernandes. Unit describes Navajo, Pueblo and other Indian tribes of the Southwest desert for elementary students. Topics include climate, farming, significance of Kachinas, and the use of sand paintings in Navajo healing ceremonies. Activities suggested are mapping the location of the 12 Southwest tribes and constructing a model pueblo (directions and patterns provided).

E — General Information About Native Americans. Cathy Ross and Roger Fernandes. Unit introduces elementary students to culture and history of Woodland, Plains, Desert and Coastal Indians. Differences and similarities among cultures are presented through background information, legends, classroom activities, discussions, and evaluation questions. Student activities include completing a chart to show comparisons and contrasts among culture areas.

E-I — Native American Curriculum Series. Cathy Ross and Roger Fernandes. Six student activity books. Six multi-media kits which contain a variety of artifacts, filmstrips, cassettes, dolls, posters, maps, etc. Each book contains information, legends, games, art projects, classroom activities, philosophies.

E — Plains Culture Area. Cathy Ross and Roger Fernandes. Unit introduces Cheyenne, Sioux, Arapaho, and Blackfeet tribes of the Plains culture area, extending from the Rocky Mountains to the Mississippi River and from Texas to Canada. Topics include importance of buffalo and design of tipis. Translating and writing pictography stories, creating a geometrical beadwork design, and learning a traditional game are suggested activities.

E-I — The Way It Is Today. Cathy Ross and Roger Fernandes. Unit is a general overview of how various American Indian cultures live today. Contemporary Indian leaders and issues, survival of traditions, and effects of Indian stereotyping are discussed. Student activities include identifying Indian stereotypes in literature and describing their reactions if their own culture were outlawed by modern invaders. Final section briefly describes lives and contributions of Indian people such as Bernie Whitebear, Maria Tallchief, and Buffy Sainte-Marie.

E — Woodland Culture Area. Cathy Ross and Roger Fernandes. This area extends from the Mississippi River to the Atlantic Ocean and from Florida to the Great Lakes. Includes an overview of regional culture, as well as information about specific tribal customs and leaders. Activities such as constructing a model wigwam and canoe (pattern and instructions included) and learning letters in the Cherokee alphabet are suggested.

Dallas Independent School District
American Indian Education Program
Fannin Educational Bldg.
4800 Ross Ave.
Dallas, Tex. 75204

I-S Cherokee Culture Reference. Virginia Vaughan; Deanna Cheshewalla, Director. This bright orange book has seven sections: history, education, customs, legends and myths, art and music literature, foods, and bibliography. Sections are separated by orange dividers with section name tabs identifying subject matter. Largest section is historical section, but all are substantial. Much interesting and accurate information. Approximately 200 pages.

I-S Choctaw Culture Reference. Project Director, Deanna Cheshewalla; Research Assistants, Juanita Elder and Ronda Alexander; Community Liaisons, Debbie Osage, Vicky Folsom, Billie Washington. Has seven sections divided by colored sheets with name tags identifying the contents. The sections are history, education, customs, legends and myths, art and music literature, foods and a bibliography. The print is easily readable and the style is interesting and easily understood. A valuable reference book. The bibliography is not extensive but provides additional sources for further study.

I-S Navajo Culture Reference. Project Director, Deanna Cheshewalla; Research Assistants, Juanita Elder, Ronda Alexander, Billie Washington; Community Liaisons, Debbie Osage, Vicky Folsom. Separated into seven sections: history, education, customs, art and music literature, foods, and a bibliography, legends and myths. Blue dividers with section name tabs make finding specific information easier. The material is written in an interesting, easily understood style. Any reader unfamiliar with this particular Indian culture will learn much. The various sections could easily be incorporated into regular classes in social studies, music, home economics, literature, etc. The print is clear and the paper quality good.

I-S Sioux Culture Reference. Curriculum Writer, Virginia Vaughan; Program Director, Deanna Cheshewalla; Research Assistants, Juanita Elder, Jacquie Roberts. Notebook is conveniently separated into seven sections: history, education, art and music literature, foods, and a bibliography, customs, legends and myths by markers on colored dividers. There is a brief introduction which states the purpose of the material. This is a draft copy to be tested in the school and revised as needed. The information is interesting and accurate. There are some typographical/syntactical errors but these can be easily corrected. The section arrangement is excellent for easy reference. This book could be used by teacher of several subjects. The bibliography lists additional sources for further study.

Daybreak Star Press
United Indians of All Tribes Foundation
Box 99253
Seattle, Wash. 98199

P — Animal People and Teacher's Guide. A coloring book of animal people which figure in many Indian legends, dressed in clothing representative of their different tribal cultures. Teacher's guide creates a story around the animal people and their participation in the Huckleberry Feast on the Warm Springs Reservation in Oregon. 14 pages.

P-I — Agaliha': Indian Self-Esteem Curriculum Activity Book. A series of activities, developed and published by Indian Developed Curriculum and Publishing Corporation, which encourage Indian students to feel pride in their heritage. Concepts related to self-esteem are introduced early in the text and emphasized throughout: pride, respect, unique, understanding, traditional, harmony, difference, family, self.

E-S — A'una. Physical health is highly valued in Indian societies. Traditional Indian athletic activities and recipes productive of good health are described for easy participation and use. The entries are favorites from the game and food pages in the Daybreak Star monthly reader and include representative selections from Indian peoples in all major geographical areas in the United States. 40 pages.

P — Chief Sealth and His People and Teacher's Guide. An easy-to-read account of the traditional life of Chief Sealth's people on Puget Sound, the Suquamish. Book concludes with the coming of the White people to the area and the Suquamish on the Port Madison Reservation today. Full-page illustrations by Indian artist Larry George. 36 pages.

E-I — The Daybreak Star Monthly Reader. Co-edited by Indian students and adult staff. Each issue explores a different subject area and features interviews with Indian people, book and movie reviews, creative writing, legends, recipes, games, puzzles, and contributions from readers. A teacher's guide, supplying the readability of each article, vocabulary words, discussion questions, and supplementary activities aids teachers in using the Monthly Reader as a regular part of school curriculum. Adaptable to other grades than ones cited. 24-28 pages.

P — Daybreak Star Preschool Activities Book. "How to" book with patterns for making the American Indian classroom materials used at Daybreak Star Preschool. Included are lotto boards, lacing boards, cardboard and wooden puzzles, number cards and puzzles, and wooden dominoes. Encourages teachers to use culture-based materials in their curriculum. 60 pages.

P-S — Every River Has Its People. Before the arrival of White people, Indians in the Northwest oriented themselves geographically primarily

by the rivers on which they lived. In this 2x3 foot map showing the location of Indian peoples in Washington State, this orientation is suggested by making the rivers the prominent feature of the map.

E — Fisherman On the Puyallup and Teacher's Guide. Illus. by Roger Fernandes. Fictional story of a Puyallup boy learning to drift fish with his grandfather on Puyallup River near Tacoma. 29 pages.

I-S — From Free Range to Reservation: Social Change Among the Colville, Quinault, and Lummi in Washington State 1855-1960 and Teacher's Guide. Based on a series of interviews with elders from the Colville, Quinault and Lummi Indian peoples, the text describes a period of radical social change for Indians in Washington State. Issues discussed include changes in the environment, spiritual life, forms of education, social and political organization, health practices, and economic survival. 80 pages.

I-S — Indians in Careers. Eds., Kitty Hollow and Jeanne Heuving; interviews, Neal Starkman, Kitty Hollow, Bill Brescia; photos by Roger Fernandes, Yasu Osawa; 1979. Provides role models for careers for Indians--some reservation, some urban--all maintaining "Indian identity." Interviews with Native American men and women in various jobs; describe a typical day, what they like and don't like about the job, the training necessary. Men: Actor, John Kauffman; Rancher, Steve Old Coyote; Land Planner, Pete Balima; Real Estate Agent, Harry Wong; Doctor, Ron Shaw; Bank Teller, Cooney Starr; TV Reporter, Jim Desautel; Alcoholism Counselor, Harold Belmont; Painter, Zeke McConnell. Women: Bus Driver, Sandy Charwood; Tribal Chairperson, Maiselle Bridges; Secretary, Claudia Kirstovick; Teacher, Kitty Hollow; Fisherwoman, Mary Lou Marcy; Printer's Aid, Loettal Wallace; Engineer, Ena Palmer. Lists 13 categories of occupations with sublistings of jobs within that broad category. Resumes of each person interviewed are also provided:

1. Training and qualifications
2. Employment outlook
3. Salary
4. Pros and cons of job
5. Related jobs
6. Places to write for further information

I-A — Lushootseed I and II. Vi Hilbert and Thom Hess. Two Lushootseed language books consisting of 48 lessons and a glossary of Lushootseed-to-English and English-to-Lushootseed. Includes information on dialect comparisons, etymology, and place names. Later lessons incorporate short ethnographic texts. Lushootseed I and II are the most comprehensive and detailed grammars of the Salish language yet published. Three 60-minute tapes which reinforce the lessons are available.

E — The Mamook Book: Activities for Learning About the Northwest Coast. Linda Skinner Brewer, Sharon Mathers and Terry Tafoya; 1979. In Chinook "mamook" means "to do." A large book of things to read, color, cut out and put together. Each picture has a text which teaches about Indians who live on the Northwest Coast. Totem poles importance and carvings are explained. The potlatch is explained

and a legend is told about why mosquitoes bite. Several masks can be colored and cut out to be worn and there is a printed salmon game to be played with different kinds of paper salmon. Easily adaptable for lower grades. 41 pages.

A — Native American Adult Reader Series I-III. Reading unit designed as a supplement to standard ABE materials. Topics relate to American Indians.

I-S — Our Mother Corn and Teacher's Guide. Many Indian peoples in North and South America depended on corn as a primary source of food. Discusses the Hopi, Pawnee, and Seneca cultivation of and relationship to this important plant. 79 pages.

E — O Wakaga. A companion to The Mamook Book, O Wakaga teaches about Plains Indian cultures, in particular about Lakota life, through a series of activities parallel to those in The Mamook Book: coloring panoramas of a Plains tipi encampment and a contemporary reservation, depictions of historical and contemporary children, making a mobile, constructing a tipi and a war shield, and reading a legend. The two books, used together, are valuable for a comparative study of Indian peoples in these two major geographical areas. 40 pages.

P — Quarter Moon. Co-edited by adult staff and Indian students. Published four times during school year. Included are "color me" pages, puzzles, games, legends and contributions from young readers. Each issue explores a different subject area. 6-8 pages.

P-E — Sharing Our Worlds. In this photograph documentary, children from three families share their multi-cultural experiences. In addition to being Native American, the children represent other non-White cultures: Filipino, Samoan, and Hawaiian. They talk about their families, the foods they eat, what they do for recreation, and their values. Purpose of the book is to show how a person who has more than one cultural background does not have to choose one over the other.

E-A — Song to the Cedar Tree. A board game in which players work in cooperation to fill the longhouse with food and cedar products to last them throughout the year. In traversing the board, players pass through different seasons and habitats, gathering food and cedar products and performing activities traditional to Northwest Coast Indian cultures.

E-I — Suquamish Today and Teacher's Guide. A documentary on the Suquamish of the Port Madison Reservation. Discusses their lives today and recounts their history. Issues of continuity and change are raised through the book. Photographs prior to 1900, as well as contemporary shots, illustrate the text. 21 pages.

I-A — Tribal Sovereignty: Indian Tribes in U.S. History. Four scholarly papers by D'Arcy McNickle, Fay Cohen, Mary Young and Roger Buffalohead, which have been edited for easier reading. The first paper discusses traditional forms of tribal rule and life; the following three papers study the impact of non-Indians settlement and U.S. government policy

on American Indian ways of life. Highlight boxes supplement the papers. The book is presently available in manuscript form only. 60 pages.

P-A Twana Games. Illus. by Ron Hilbert. A handbook of games played by the Twana people of the Skokomish Reservation in western Washington, developed by the Skokomish Learning Center, and Twana Culture and Language Program. Included are descriptions of log jumping, the dice game, the disk game, hidden ball, the bone game, the rabbit dance, archery, hair wrestling, push pole, the laughing game, and many others. 20 pages.

I-A Ways of the Lushootseed People: Ceremonies and Traditions of the Northern Puget Sound Indians. Vi Hilbert and Crisca Bierwert; illus. by Ron Hilbert. This book consists of two parts: readings about Lushootseed life, written in both Lushootseed and English, and a brief sketch of the Lushootseed language. The book is intended not to teach the language, but to give the student an appreciation of the culture as it is brought forth through the language. 56 pages.

See Resources for video materials.

The Dial Press
1 Dag Hammarskjold Plaza
New York, N.Y. 10017

P-I Tonweya and the Eagles and Other Lakota Indian Tales. Rosebud Yellow Robe; 1979. Collection of Lakota (Sioux) stories in English, author was told as a child by her father, who is the central character of the stories. Intertwined with each story are true-to-life details about Lakota Indian life before Anglos. Glossary and pronunciation guide included. Illustrated. 119 pages.

Dillon Press, Inc.
500 S. Third St.
Minneapolis, Minn. 55415

E Tomo-Chi-Chi, The Story of An American Indian. Sara Gordon Harrell; 1977. Story of a Creek Indian leader who made many contributions to insure peace between early English settlers in Georgia and Native Americans. Recognizing the importance of written language, he founded a school for Indian children.

Dissemination and Assessment Center for Bilingual Education
5604 Tracor Lane
Austin, Tex. 78721

E — Pu-nut-tu E-ten-hes-se (Animal Friends). This reader in Masoke (Muskogee) is developed to help elementary school children begin simple reading. English translation included. (Seminole Bilingual Education Program.)

Down East Books
Camden, Maine 04843

I — Maine Dirigo "I Lead." Dean Bennett, Director; Andrea Bear Nicholas, author of sections on the Wabanakis; Joseph Nicholas, primary author of chapter on Maine Indians; 1980. Text on people, environment, history, government, and economy of Maine. Dirigo "I Lead" is Maine's official motto. Chapters are devoted to the Wabanakie Indians of Maine, the Passamaquoddy, the Penobscot, the Micmacs and Miliseets. A group of Indian people advised and wrote these sections for accuracy.

Downing & Braley
Speech and Language Pathologists
3400 Northwest Expressway, Suite 703
Oklahoma City, Okla. 73112

P — Language Simulation Program. Carla Downing. Language enrichment program for Headstart children in Oklahoma. Students meet once a week with speech-language pathologist who focuses on one to three language target items, including vocabulary, abstract thinking processes, and grammatical structures. To increase higher level reasoning skills, lessons also concentrate on items such as opposites, associations, functions, parts and wholes, sequencing, problem solving, idioms, similarities-differences and consequences. Stories and activities have been designed to contain the stimulus item being emphasized. Teachers and aides are trained to continue the lesson plans daily for the remainder of the week to reinforce the target items.

Dulce Independent School District
Culture Awareness Program
Dulce, N. Mex. 87528

P — All About Me. Coord. by Filomena P. Pono; illus. and written by third grade students of Gloria Brinks, Dulce, N. Mex. Four students (two male, two female) describe themselves and draw pictures of themselves and their activities to illustrate individuality/self-awareness/differences.

P — Animals on Our Reservation: A Bilingual Reader. English translation by Filomena P. Pono; Jicarilla Apache version by Wilma Phone and Arnold Vicenti; illus. by Eric Vigil. Drawings of animals with brief descriptions in English and Jicarilla Apache. 14 pages.

P — Coyote and the Medicine Man. Filomena P. Pono, from tales of Wilma Phone and Buster Vicenti; illus. by Carson Puerto and Eric Vigil. Trickster tale of why coyote now has to hunt for food.

P-E — Coyote Misses His Dinner. Adapted by Filomena P. Pono from Coyote's Pow-wow by Hap Gilliland; illus. by Eric Vigil and Carson Puerto. Deer, elk, porcupine, prairie dog, rabbit are invited to Coyote's tipi for a pow-wow. 48 pages.

P — I Used to be Afraid. Coord. and ed. by Filomena P. Pono; written and illus. by third grade students of Gloria Brinks, Dulce, N. Mex.; 1974. Illustrates various children's fears and how they were overcome; demonstrates self-confidence. 29 pages.

Dysart Unified School District
ESEA Title VII Bilingual Program
11405 N. Dysart Rd.
Rt. 1, Box 703
Peoria, Ariz. 85345

P — Mathematics Curriculum Guide for Kindergarten Through Third Grade. Helen Cheek, Math Consultant; in field test stage. A developmental/diagnostic/prescriptive curriculum that can be adjusted to meet the needs of students, individually or group-oriented, at their developmental stage. The competencies and related activities are not grade level bound. Pre-operational and concrete operational stage competencies are provided. Before each objective in the concrete operational stage is a conservation task appropriate for that objective. Success or failure at this task determines next level of activity. Curriculum is also designed to suit children who are capable of performing some

concrete operational activities while needing to remain in the pre-operational curriculum for other areas. Looseleaf binder; field test stage.

Educational Systems, Inc.
2360 S.W. 170th Ave.
Beaverton, Oreg. 97005

Indian Reading Series: Stories and Legends of the Northwest, Series I, II, III. A primary language arts program developed by more than 250 community people from many Northwest Indian reservations and authenticated by participating tribes. Accepted and used nationwide in Indian and non-Indian programs, including bilingual students using English as a second language and advanced students using English as their primary language. (See Northwest Regional Educational Laboratory for information on Series IV and V.)

Student Books. (Titles listed below by series.) The 60 student books in Series I, II and III present authentic Indian legends and contemporary stories of interest to students which show how different Indian tribes explain the world around them and show one another how to live. When used along with a basal reading program, the books are designed to improve reading comprehension, classroom participation, and written and oral language skills.

Teacher's Manual. Applies to all three series and is a comprehensive guide governing cultural background information, program objectives and rationale, and teaching activities organized around Indian culture and utilizing the language experience approach to learning. Activities are designed to help students learn how to think, rather than what to think, and include pantomime, puppet dialogue, role playing, making songs and dance. Sixty Activity Guide Cards provide background information on each story or legend, identify the positive values or moral lesson stressed and suggest specific teaching activities which are coded to the Teacher's Manual.

P Series I.

- Coyote and the Stars
- How Wild Horses Were Captured
- School
- Philene and Buttons
- Insects Off to War
- Why Bluejay Hops
- Indian Festival
- Helpers
- Far Out, A Rodeo Horse
- Tales of Coyote and Other Legends
- Birds and People

Chipmunk Meets Old Witch
My Name is Pop
Santa Claus Comes to the Reservation
How Cottontail Lost His Fingers
Friends
How Daylight Came to Be
A Little Boy's Big Moment
Skunk
Raven Helps the Indians

P Series II.

End of Summer
Thunder and the Mosquito
Why the Codfish Has a Red Face
How Wildcat and Coyote Tricked Each Other
Pat Learns About Wild Peppermint
Picture Writing
Grandma Rides in the Parade
The Bob-Tailed Coyote
The Great Flood
The Rainbow
The Time the Whale Came to Jackson's Bay
Coyote and the Man Who Sits on Top
The Crow
Tepee, Sun and Time
Water Story
How Birds Learned to Fly
Napi and the Bullberries
How Cottontail Lost His Tail
Being Indian Is
Why Animals and Man Can No Longer Talk to One Another

P Series III.

Story of the Seasons
The Beginning of the Earth
The Blacktail Dance
How Marten Got His Spots
Lost in the Fog
How to be a Friend
How the Morning and Evening Stars Came to Be
Raccoon's Black Eyes and Ringed Tail
Coyote and Old Lady
Coyote and Trout
How the Milky Way Got into the Sky
Inkdomi and the Buffalo
Medicine Horse
The Good Hunter and Fisherman
The Wild Buffalo Ride
I Am a Rock
The Man Who Loved Shell Money
Old Man Napi
The Turtle Who Went to War
Coyote and the Mean Mountain Sheep

P Little Songs and Indian Dances. Cassette tape which sets mood for stories and selected teaching activities.

Elk Grove Unified School District
Elk Grove, Calif.

P-S Original American Pilot Project Curriculum for Students From Kindergarten Through High School. Patricia M. Coker and others; 1979. Designed to provide learning experiences related to the culture of Native Americans, this pilot cultural curriculum is intended for use as supplementary material in the social studies program for grades K-12. The curriculum is a cooperative effort of the school district and the Indian community and is based on the California social sciences framework. Three major concepts are: environment/resources--ways that Indians and non-Indians use their environment and resources to provide for their basic needs; culture/diversity--appreciation for Indian cultures and recognize Indian contributions and influences upon society; and interaction/interdependence--ways that Indian and non-Indian groups affect each other and how varying degrees of dependence are required in such interactions. There are lessons for kindergarten and primary grades 1-3, intermediate grades 4-6, and secondary grades 7-12. Each lesson includes goals, objectives, background information, learning activities, evaluation, and resources. 191 pages.

Far West Laboratory for Educational Research and Development
1855 Folsom St.
San Francisco, Calif. 94103

I Native American Career Education. Diana P. Studebaker; 1978. Twelve culturally appropriate instructional units in career awareness, orientation, and exploration, a curriculum guide, and a state-of-the-art-study, all designed to introduce Native students (grades 7-9) to a broad spectrum of occupations in order to develop increased self-awareness, an awareness of the world of work and careers, and the knowledge to make rational choices among careers based on individual interests.

Flathead Culture Committee
Box 418
St. Ignatius, Mont. 59865

I — A Brief History of the Flathead Tribes. A brief introduction to the history and culture of Flathead Indians. Includes a section on "Dances of the Past and Present."

I-S — Charlo's People (Flathead). Adolph Hungry Wolf. Includes sketches from Flathead history and personal sketches of some Flathead leaders. Some new material from older Indian people whom Hungry Wolf knew personally.

S-A — MONTANA, "Chief Charlo's Battle with Bureaucracy." Michael Harrison; 1960.

I-S — A Collection of Hymns and Prayers (In the Native Language). Ed., Thomas E. Connoly, S.J.

E-I — Eagle Feathers--The Highest Honor. Pete Beaverhead. Describes role of eagle feathers in Salish culture. Reading level about 6th grade.

P — Flathead Indian Alphabet Pronunciation Drills. Pronunciation and alphabet drills for Flathead language.

I-A — 1981 Flathead Elders Calendar. 1981. Calendar with photos of elders of the Flathead Reservation.

S-A — Historical Reprints: (Mengarini's Narrative of the Rockies). Gregory Mengarini, S.J.; ed. by Albert J. Partoll. Mengarini's narrative of the Rockies, memoirs of Old Oregon, 1841-1850, and St. Mary's Mission.

E — History of the Jocko Valley Roads. Cornelia Francis. Sketches of the background to names selected for different roads in Jocko Valley. Includes a number of Indian names as well as names of White settlers on the reservation.

E — How the Chipmunk Got Stripes on His Back. Christine Woodcock. Traditional animal story at a juvenile reading level with illustrations.

S-A — MONTANA, "The Iroquois Indians in the Far West." John C. Ewers; 1963. The influence of the Iroquois among the mountain tribes and particularly the Flathead.

S-A — MONTANA, "James A. Garfield's Diary of a Trip to Montana in 1872." Oliver M. Holmes; 1960. An edited version of James Garfield's diary of his trip to negotiate with Charlo in 1872. Charlo refused to remove from the Bitterroot Valley or sign the agreement but it was published to appear as if Charlo had signed.

E — Legends of Scewene Giant. Pete Beaverhead. Book of legends.

E — The Little Girl and the Chipmunk. Eneas Pierre. Traditional animal story at a juvenile reading level with illustrations.

S-A — MONTANA, "Montana Miracle: It Saved the Buffalo." John Kidder; 1965. The story of the Pablo-Allard buffalo herd on the Flathead Reservation.

E — Stories From Our Elders.

S-A — MONTANA, "Peter Tofft: Painter in the Wilderness." Looks at history of Salish Flathead Indians from 1850-1900 noting how they met the changing economic requirements of the period. Successfully made change to largely agricultural society.

S-A — MONTANA, "The Trans-Mississippi Exposition and the Flathead Delegation." Robert Bigart and Clarence Woodcock; 1979. The story of a group of Flathead and Kalispell Indians who attended the Indian Congress held in conjunction with the 1898 Trans-Mississippi Exposition in Omaha, Nebr.

E-I — Wild Horse Round-Up. Pete Beaverhead. Author's memories of some wild horse round-ups on the Flathead during early years of the twentieth century before the reservation was opened to White homesteading. Reading level about 6th grade.

Doris M. Foor
1811 Townline #6
Pinconning, Mich. 48550

E — An Indian Reading Series Yesterday and Today. Doris M. Foor; 1981. This unit is a synthesis of materials from a variety of sources and was written, illustrated and designed for use in conjunction with the Noble American and Unlearning "Indian" Stereotypes (see Council on Interracial Books for Children in Resources Section) in Title I and Title IV programs for Indian students, although it has been used in non-Indian classes. Brief tribal origins, history and culture are presented for 11 tribes followed by suggested comprehension questions, as well as a list of "do's and dont's" for teachers regarding the teaching of Indian culture. Role playing activities are also included. 26 pages.

Fort Belknap Community Council
Harlem, Mont. 59526

P-E Assiniboine Language Coloring Book. Illus. by George Shields, Jr.; 1979.

P-E Assiniboine-Gros Ventre Heritage Coloring Book. Illus. by George Shields, Jr.; 1979.

P-I The Buffalo and Its Uses. Deborah LaCounte; 1979. Story cards.

P-E Gros Ventre Language Coloring Book. Illus. by George Shields, Jr.; 1979.

P-I The Mouse and Her Children. Deborah LaCounte; 1979. Story cards.

P-I Nee Hot and the Bear Woman. Vernie Perry; 1979. Storybook to be read aloud. Paperbound. 15 pages.

P-I Nee Hot and the Mouse's Eyes. Vernie Perry; 1979. Storybook to be read aloud to develop an appreciation of animals in harmony with nature. Paperbound. 11 pages.

P-I The Quarrel Between the Prairie Chicken and the Jack Rabbit. Jenny Gray; 1979. Story cards.

See Resources for video materials.

Burt Franklin Publishers
235 E. 44th St.
New York, N.Y. 10017

A/R Narratives of Captives Among the Indians of North America. Newberry Library Staff; 1970 reprint. This is a list of books and manuscripts on the subject of Indian captives which are available in the Edward E. Ayer Collection of the Newberry Library, Chicago, Ill.

Friends of Malatesta
Buffalo, N.Y.

I An Indian Girl in the City. Edna Manitowabi; 1976. An autobiographical memoir about a young Ojibwa woman's experiences away from the reservation.

General Board of Global Ministries
7820 Reading Rd.
Cincinnati, Ohio 45237

A — The Great Sioux Nation. Roxanne Dunbar Ortiz; introduction by Vine Deloria, Jr.; 1977. This book contains most of the testimony of every witness (edited and topically rearranged) of the Sioux Treaty Hearing held at Lincoln, Nebr. during December 1974. The treaty hearing was mainly devoted to the testimony of traditional Indians, historians, anthropologists, and attorneys. "Contained in this compilation is probably the most complete history and analysis of Sioux culture and of Sioux-United States relations ever made available to the general public." Issues presented at the hearing were: 1968 Fort Laramie Treaty, sovereignty, United States bad faith, present conditions of the Sioux, and United States government control over Indian people. All of the testimonies of expert witnesses are summarized by the author and edited by the witnesses themselves. 224 pages.

Gillick Press
Tucson, Ariz.

E — The Sun Girl. Elisabeth White. A novel for children.

Granite Falls Public Schools
Dakota Project
Granite Falls, Minn. 56241

S-A — Dakota Perspectives (A Typing Exercise Book). Ed. Dakota Project Staff; Curriculum Writer-Developer, Constance Schey; 1981. Advanced typing exercise book. The exercises relate historical information about the Dakota tribe and ceremonies. Some of the topics included are elders, family systems, Christianity, treaties and feasts. The stories are based on work of Dr. Chris Clevender.

The A.G. Halldin Publishing Co.
Box 667
Indiana, Pa. 15701

S-A Native Americans: 23 Indian Biographies. Roger W. Axford. A collection of 23 biographies of American Indians, 13 of whom are women, from various tribes in North America. All of the people in the book are successful in their particular fields, yet none would necessarily be classified as "super-heroes." The purpose of the work was to provide excellent role models for readers of all ages and abilities. Each chapter is presented in a factual manner, using the words of the speaker. Readers will become acquainted with a diversity of cultural backgrounds and a similarity of individual strengths.

Hannahville Tribal Council
Hannahville Indian School
Rt. #1
Wilson, Mich. 49896

P-I Nah Tah Wahsh (Soaring Eagle). Project Director, Sally Halfaday. The Hannahville Indian community will develop an Ojibwa culture and heritage program for use with students in preschool through grade 8. The material developed will be infused into math, language arts, science, art, music, and reading classes. Through the materials, Indian students will learn of the contributions their ancestors have made to American society.

Holiday House
18 E. 53rd St.
New York, N.Y. 10022

E-I Chichi Hoohoo Bogeyman. Virginia Driving Hawk Sneve; illus. by Nadema Agard; 1975. This author of well-received junior novels was born at Rosebud Reservation and now lives in Flandreau, S. Dak. This volume is an adventure story of two young Sioux girls in contemporary setting who are frightened by a figure they think to be an evil spirit from Dakota folklore. 63 pages.

E-I High Elk's Treasure. Virginia Driving Hawk Sneve; illus. by Oren Lyons; 1972. Contemporary Dakota life is linked with the culture's exciting past. Good characterization, well-developed setting and warm family relationships.

E-I Jimmy Yellow Hawk. Virginia Driving Hawk Sneve; illus. by Oren Lyons; 1972. Accorded 1971 best manuscript award by Council on Interracial Books for Children. Conveys pride in being Indian.

E-I When Thunder Spoke. Virginia Driving Hawk Sneve; illus. by Oren Lyons; 1974. Adventure story of a contemporary teenage Indian boy who unearths an ancient relic.

Bette Hoskins
c/o Enid High School
611 W. Wabash
Enid, Okla. 73701

E-S The Name of the Game: Indian Awareness. Bette Hoskins. This is a collection of games and activities for students of Oklahoma history. Students are asked to name 25 cities in Oklahoma which have Indian names and states whose names are of Indian origin. There is an Indian word scramble game, definitions of familiar Indian words, identification of famous Indian leaders, important dates in Indian history and identification of Indian foods. There is a quiz about states' histories and Indian contributions and a "Who Am I" game where students are asked to identify famous Indians through brief biographies. Several other games/activities are included for use in history classes.

Ruth Hunsinger
9 E. Second Ave.
Mesa, Ariz. 85202

I Energy for Sioux Indian Young People. Ruth Hunsinger. Designed for 8th grade students studying ecology-energy sources and supplies. Various sources of energy are discussed and limited supplies are noted. A field trip is described with appropriate activities and discussions. A glossary of energy-related terms and their definitions is provided. Graphs, charts, and illustrations are included to illustrate major users of energy, energy resources, forms of use, and supply and demand.

Indian Country Press
432 University Ave.
St. Paul, Minn. 55103

P — The Mishomis Book. Edward Benton Banai; illus. by Joe Liles. History, culture and philosophy of the Ojibway Nation.

P — A Mishomis Book--Coloring Book Series. Edward Benton Banai; illus. by Joe Liles. Five coloring books to be used separately or with The Mishomis Book. Book 1: The Ojibway Creation Story. Book 2: Original Man Walks the Earth. Book 3: Original Man and His Grandmother, Nokomis. Book 4: The Earth's First People. Book 5: The Great Flood.

E — Un Gi Dah So Win. An Ojibway language counting workbook.

Indian Developed Curriculum and Publication Corporation
Kathryn N. Sims Larvie
2401 S. 35th, Room 20
Tacoma, Wash. 98409

P-I — Açaliha'. Written and illus. by Kathryn M. Sims; 1980. Object is to teach children differences in values; importance of differences; harm in prejudices. Activities: K-8 level. Suitable for any age group of elementary students. While Indian designs/themes are used, activities do not provide much new information about Indians. Focus is on prejudice in general.

Indian Historian
1451 Masonic Ave.
San Francisco, Calif. 94117

A — The American Indian Reader in Five Volumes. This is a set of five books dealing with the basic areas of Indian affairs. References and recommended reading included in each volume. May be ordered as a set or separately.

Vol. I - Anthropology
Vol. II - Education
Vol. III - Literature
Vol. IV - History
Vol. V - Current Affairs: Indian Treaties

Indian Pueblo Cultural Center, Inc.
Box 6807, Station B
Albuquerque, N. Mex. 87107

S-A Pueblo Contribution to the American Heritage. Directed by Preston McCrossen. Our Land, Our Culture, Our Story is a booklet about origins, migrations, history of the Pueblo Indians, including effect of Europeans on Pueblo life. Discussed are a number of topics: early customs, skills, architecture, migration about 1100 A.D., arrival of Spanish, Indians' struggle to maintain customs and religious practices, land, and grazing and mineral rights, and education of Indian children. Suitable for social studies.

Institute of the American West
Sun Valley Center for the Arts and Humanities
Sun Valley, Idaho 83353

A I Will Die An Indian. Shirley Hill Witt; 1980. Contains "The Right Remains," "Prior Use," "Northeast Indians: The Iroquois Confederacy and Matrilineal Society." Useful in multicultural, social studies, or Native American history classes.

Inter-Tribal Council of Nevada
98 Colony Rd.
Reno, Nev. 89502

I-A Life Stories of Our Native People--Shoshone, Paiute, Washo. Assistant Project Director, Winona Holmes; Project Director, Norman Rambeau. Map of reservations: Washo, Western Shoshone, Northern Paiute, Southern Paiute. Biographies of 30 men, one family, five women; outstanding leaders: head men, talkers, medicine men, religious leaders, artists. Leaders chosen on extended family/kinship group basis and chosen according to personal merits; different leaders for different roles, activities. Biographies of some former leaders (deceased) and some present outstanding leaders, people of influence.

I-A Personal Reflections of the Shoshone, Paiute, Washo. Members of Paiute, Shoshone, and Washo give traditions, opinions, history (10 men, 5 women). Current conditions, map of area, essays, interviews, descriptions of old ways/life style, changes, loss of land, BIA problems, poverty, education, housing and inter-tribal council.

Iowa State University Press
Box PM
South State Ave.
Ames, Iowa 50010

S-A The Pretend Indians: Images of Native Americans in the Movies. Gretchen Bataille, ed. and Charles L.P. Silet; 1980. Essays discuss myths and stereotypes perpetuated in movies and TV. Analyze views held by Native Americans from days of pilgrims to the present. Traces reasons for development of the myths and stereotypes. Reviews of films. Annotated checklist of articles and books on the popular image of the Indian in the American film. 202 pages.

See Resources Section for video supplements.

Jiwele Bixoje Language Project
P.O. Box 9
Park Hill, Okla. 74451

E Jiwele-Bixoje, Wan'Shige Ukenye Ich'e - Otoe-Iowa Indian Language, Book I. Lila Wistrand-Robinson; Language Consultants: Fannie Grant, Grace Kihega, Alice Sine, Joy Younge, Truman Dailey, Robert Moore, Franklin Murray; 1977. Introduces the student to simple sentences in Otoe-Iowa language in a three-part study. In the first section, letters of the alphabet are introduced, combinations of consonants are presented and a simple story is told. In the second section, short conversational sentences to be memorized and used by the students are introduced. Third section presents basic drills of phrases and sentence types. Writing is phonetic rather than phonemic.

E Jiwele-Bixoje, Wan'Shik'Okenye Ich'e, Oteo-Iowa Indian Language, Book II. Linda Wistrand-Robinson; 1978. Contains the Jiwele-Bixoje alphabet with syllable practice and nasalized vowels. Elements of simple sentences are described. A prayer, the Ten Commandments, and the Iowa calendar are included. A section deals with the compound sentence and one with the complex. Sample conversations, stories, Indian songs and Christian hymns are included.

Kamiakin Research Institute
P.O. Box 509
Toppenish, Wash. 98948

P — Coyote and the Crane--A Legend of the Yakimas. This Yakima legend, rewritten and illustrated, tells the story of how Coyote turns a man into a crane because the man would not share his catch of fish. 26 pages.

P — Poems of Children--Yakima Nation. 1978. This collection is intended to introduce Yakima children to creative thought processes at their own level with content that is part of their world. The 25 poems are written in free verse. 31 pages.

P/R — A Multiethnic/Multicultural Curriculum for Young Children Designed for Yakima Indian Nation Early Childhood Programs. 1978. Consists of four major areas. the Curriculum Development Process; Framework for the Curriculum; Criteria for Evaluating Curriculum; and the Curriculum. Cognitive style, general goals, objectives/learning experiences, and multicultural learning experiences are included in the unit. The main portion of the document consists of learning objectives and corresponding activities with a multicultural focus. Divided into six competency area levels, the guide strives to help Yakima Nation children acquire the skills of the dominant culture and the value system of the Indian culture, thereby lessening the negative effects of culture conflict. Understanding of the Yakima unique cultural heritage and identifying with it through parents and teachers develop the child's healthy, positive self-image. A resource bibliography, resource listing, and appendix conclude the document.

Ketchikan Indian Corporation
Indian Resource Center
P.O. Box 6855
Ketchikan, Alaska 99901

E-I — The Haida Button Blanket. Ed. by Vesta Johnson; 1979. A vocabulary of related Haida words with English equivalents is included and eight songs are printed in the Haida language. Drawings illustrate the manufacturing process and photographs show the use of blankets at tribal dances. Slide/tape show or videotape also available (see Resource Section). 16 pages.

I-S Haida Food Gathering and Preparation. Robert Cogo; 1979. Steps for preparing a barbecue pit are given, as well as a description of "Indian Ice Cream" made from soap berries.

P Haida Language. Trans. by Robert Cogo; illus. by Linda Edwardson; 1975. Sixteen animals illustrated and named in English and Tlingit.

P Haida Months of the Year. Robert Cogo; 1979. Months are named in English according to the Gregorian calendar. Haida words for that month are given and English translation of the Haida. For example: January, TAAN KUNGAAY, Bear Hunting Month. Seasons are named in English and Haida; five primary food gathering times are named in Haida with English translations. A short explanation of why each month is called what it is. 14 pages.

P Haida Numbers and Calculation. Robert Cogo; 1979. Numbers from one to twenty are listed in English and Haida, as are terms for hundred and thousand. Haida words which mean "to add to," "to subtract from," and "to divide" are also given. There is an explanation of the Haida measuring system and terms used for measuring feet and yards. 6 pages.

E-I Haida Story Telling Time. Robert Cogo; 1979. Seven stories are told. Each is followed by student questions, student activities, and teacher activities. Designed so that stories and activities can be integrated into classroom subjects such as science, art, language, drama, etc. Stories are told about the eagle, raven, great flood, beaver, marmot, gagitt (half man/half land otter), and great octopus. Key words given in Haida and English. Text in English. 38 pages.

E How to Make a Family Set. Barbara Pearce; 1979. A complete list of all materials needed to make the family of three dolls is given. Patterns for the pieces are printed with instructions as to how to cut them out and the kinds of materials to be used. 99 pages.

S-A How to Make Moccasins. Written and illus. by Pauline Williams; 1980. A list of materials with exact descriptions begins the book. There is a paragraph describing each term used such as "taps, trimming, lining, and backing, beads, needles, thread, patterns" etc. There are drawings to illustrate the shapes to be cut out of the hide. There is a discussion of the advantages and disadvantages of various hides which could be used. The directions for cutting, marking, beading and stitching are explained in step-by-step procedure until the product is completed. 37 pages.

P-E How to Make a Papoose. Barbara Pearce; 1980. A list of all materials and detailed instructions, as well as numerous illustrations given to show the step-by-step process for making the doll. 39 pages.

S Hunting Stories. Frank Johnson; illus. by Kathy Kitka; 1979. The book is divided into three sections according to what was being hunted: the bear, the mountain goat and deer, or the seal and sea lion. In each section there are student activities related to the stories. These are true stories about the friends and relatives of the storyteller. These exciting adventure stories tell of brave men and their

well-trained hunting dogs. Many hunting tips are included and the differences between hunting for survival or for sport are noted. 46 pages.

E — Southeast Alaska Native Materials Development Project. In publication. Six cultural study booklets and a teacher's manual for use in grades 4-6. These materials will contain information on history, life styles, food gathering, art, myths, and legends of Indians of Southeast Alaska. Three bilingual reading books (one each in Tlingit, Haida and Tsimshian) will be produced. Ten video cassettes with translations of English-Tlingit sound tracks into Haida and Tsimshian will be provided.

E — Tlingit Conversations. Ester Shea; illus. by Nancy Jo Sivertsen; 1978. Text is a series of questions and answers in Tlingit. The same questions and answers are in English on the back of the page. Drawings illustrate the questions/answers.

P-E — Tlingit Family Life. Frank Johnson; illus. by Eleanor Sullivan, Ken Ketak, Mary Carroll; 1980. Vocabulary study and explanation of how things are named. Words and phrases given in English and Tlingit. Various Tlingit cultural activities and practices are described in English. Traditional cultural matters concerning families are described and compared with modern methods and practices. 28 pages.

P — Tlingit Numbers. Trans. by Esther Jackson; illus. by Linda Edwardson; 1976. Words for numbers are given in English and Tlingit. Pictures of articles to illustrate numbers one to ten.

I-S — Tlingit Survival Practices and Stories. Frank Johnson; illus. by Vida Conway, Joan Leighton, Nanvy Jo Silvertsen. Author shares knowledge of life and history of Tlingits. Stories are entertaining, but their purpose is to prepare the reader to survive in the wilderness. Students are taught local weather changes. Instructions are given for building fires, finding food, making a shelter. A legend is told about a lone man who was shipwrecked on Coronation Island.

Kiowa Tribe of Oklahoma
Home Start Project
Carnegie, Okla. 73015

P — Counting Book. Researcher, Billy Evans Horse. May also be used as coloring book as pictures are black and white. Within a large tipi on each page is a numeral from one to ten and a drawing which illustrates that number. The Kiowa word for the number is also given.

P — Kiowa Moon Calendar. Ernestine Kauley, Dereth Deidel, Elaine Tapedo, Ann Bointy, Gwendolyn Giemausaddle, Rita Creepingbear. Name of each month is given in English and Kiowa, with English translation. For

example: July, Tsave Tsahn Key Dah Pauh, Horse Racing Moon. Names of seasons are also given in English and Kiowa.

Kachinas Kutenai
1875 Merchant St.
Sparks, Nev. 89431

A Medicine Woman Speaks. Kachinas Kutenai. This book is written for the beginning herbal medicine student by a registered nurse who is also an Apache medicine woman and teacher of herbal therapy. Included is an historical background of herbal medicine, its application in the contemporary setting and actual "recipes" for curing ailments.

Lac Courte Oreilles Head Start
Hayward, Wis. 54843

P Lac Courte Oreilles Early Childhood Program Curriculum. 1981. Material is divided into four seasonal units. For instance, fall unit focuses on the individual and seeks to instill self concepts through a variety of activities. Field trips are suggested to show wild rice and cranberry harvests. There is a resource list of books, films and tape recordings. Pictures of animals with their names in English and Ojibwa are given. Ojibwa words and English words are given for each letter of the alphabet and for months of the year. There is a coloring book section, some materials (traditional designs, poetry, legends, games) for the teacher's use, and some nursery rhymes in Ojibwa and English. A videotape of wild rice gathering and also a slide show presentation of field trips and classroom activities are available.

La Jolla Indian Education Center
La Jolla Tribal Office
Star Route, Box 158
Valley Center, Calif. 92082

E The Children's Luiseno Language Workbook. Director/Designer, Patricia R. Nelson. An attractively illustrated alphabet/phrase book with

English translated into Luiseno language. Each section has exercises to reinforce word comprehension, including sentence completion, short story writing, matching, crossword and jumble word puzzles. A glossary of words is also provided. 80 pages.

E — History of the Diegueno. Patricia R. Nelson. Glimpses of Diegueno tribal history and culture are provided including concepts of clan, origin, land ownership and tribal leaders. Tools, food, clothing and games are also covered. Sample comprehension questions follow each lesson. Illustrated. 16 pages.

Little Wound School
Pine Ridge Reservation, S. Dak. 57770

S — Upside Down and Sideways. 1981. A collection of essays by high school students.

Lower Kuskokwim School District
Bilingual Director
P.O. Box 305
Bethel, Alaska 99559

S-A — Yupik Lore: Oral Traditions of an Eskimo People. General editors, Edward A. Tennant, Joseph N. Bitar; Director, Betty Huffmon; 1981. Collection of short stories presented in Yupik language with side-by-side English translation. Accounts of history and customs, teachings and common wisdom of elders, rules and recipes for Eskimo living, and fables, myths and legends are given by many Yupik individuals. Though intended for high school text, contents have wide grade level applicability, are very entertaining and an excellent tool to enhance cross-cultural awareness in any setting. 267 pages.

Macmillan Company
New York, N.Y.

S — The Great Tree and the Longhouse: The Culture of the Iroquois. Hazel W. Hertzberg; 1966. Historical and cultural background information on Iroquois; creation myth (Iroquois) explains origin of many customs and beliefs; one chapter explains concept of opposites, things (two's)

which are different and contrasting but related and necessary to each other. Basic organization of villagers is described; the function of trails; descriptions of housing are all described within the Iroquois concept of space. Chapter 4 describes the Iroquois concept of time as related to nature cycles and human life cycles. Chapter 5 explains the Iroquois family and kinship social organizations. Relationships within the extended family, the clan, moieties, the village and the tribe are explained. Clan functions such as naming and ceremonial participations are described. Chapter 6 tells of the Iroquois roles and responsibilities for men and women. Chapter 7 describes the founding of the Iroquois Confederacy as League which originally consisted of five Iroquois nations (a sixth was later added). Political functions of League are described in Chapter 8, and Chapter 9 describes the modern Iroquois life style. 122 pages. Teacher's manual with references; audio visuals; notes on teaching; guideline questions; suggested activities available.

Madison Metropolitan School District
Department of Human Relations
545 W. Dayton
Madison, Wis. 53706

E-S Classroom Activities on Native Americans Prejudice Unit. Carol Cornelius and Frebert Dams. Covers contemporary Native Americans, common stereotypes and stereotypical images of Native Americans, and a basic historical overview of Native Americans originally in Wisconsin and Native American nations in Wisconsin today. Student worksheets and teacher aids are included, films are recommended and posters are provided. A number of student activities are described in detail and necessary materials are listed. Stereotypical terms are listed and a checklist for student-selected criteria is provided for evaluations.

E-S Native People of Wisconsin. Carol Cornelius and Frebert Dams; 1978, revised 1980. Designed for a one-period classroom activity for grades 6-10. Students are given historical facts about Indians in Wisconsin, are taught the names of Indian nations which have lived in Wisconsin from early days to the present. Students also learn the 11 Indian reservations currently in Wisconsin. Maps are included, as well as student worksheets for answering questions about the lesson. An answer sheet is provided.

E Student Activities and Teacher Materials for Use During the Thanksgiving Season. Dorothy W. Davids and Ruth A. Gudinas; revised 1979. An alternative approach to teaching about Indian-Pilgrim relationships and Thanksgiving. The materials for teachers and high school students are largely informational, containing reprints of historical books written in the 1600s. Activities for elementary students are geared

toward the impressionistic and affective so that students may experience feelings about the historical events for a point of view somewhat different than the one found in most accounts of the period. 26 pages.

E-I Thanksgiving: A Multicultural Approach. Activities to teach students how people of various cultures express their collective gratitude similar to U.S. celebration on Thanksgiving Day. Ethnic groups included are African, Chinese, Chicana, Jewish, and traditional American Indian thanksgiving festivals.

E Unlearning "Indian" Stereotypes. Iris Milan, with Gina Washinawatok; 1977. A two-week teaching/activity unit to accompany Unlearning "Indian" Stereotypes available from Council on Interracial Books for Children. Areas covered are "Meeting Native American Children from New York," "Learning Some Native American History," "Let's Share Some of the Heritage and Traditions of America," "How It Feels to be Ridiculed," "Comparing Stereotypes with Reality," and "Finding 'Indian' Stereotypes in Materials." Parents are asked to assist children and join class for some activities if possible.

Mary College
North Dakota Indian Language Program
Apple Creek Rd.
Bismarck, N. Dak. 58501

P-I Coyote Chief and the Two Blind Men. Told by Anna Wicker; illus. by David J. Ripley; 1978; recorded on tape in 1977; written out by A. Wesley Jones, then translated by Mrs. Wicker and her daughter, Rosaria Wicker. A Hidatsa story, told in Hidatsa and English. Top half of page in Hidatsa; lower half English translation. Uses phonetic orthography throughout with a key at end of book. Typical coyote story: trickster and supernatural "hero."

I Earth Lodge Tales From the Upper Missouri. Douglas R. Parks, A. Wesley Jones, Robert C. Hollow, editors; illus. by David A. Ripley; 1978. Traditional stories of the Arikara, Hidatsa and Mandan tribes. There are ten Arikara stories, six Hidatsa stories and nine Mandan stories. In addition, there is a bibliography of related materials and sound keys to written Arikara, Hidatsa and Mandan. The tales are told in the Native languages with the corresponding story in English on the opposite page. Each storyteller (prominent tribal elder) is identified. Each section has an introduction which explains that most of the stories have not appeared in print before and gives the types of stories and their importance to that culture.

E Grasshopper, Ant and Mosquito Go Hunting. Told by Dan Howling Wolf; trans. by Ella Waters; written by Douglas Parks; illus. by David

Ripley; 1970, tape; 1977, print. The first of a series of traditional narratives told by Arikara elders. This animal story given in Arikara. On facing page a free translation in English is provided. The orthography for the Arikara is that which was developed by the language program for teaching the language.

E Young Elk and the Long Horned Elk. Told by William Deane, Jr.; illus. by David J. Ripley; 1975, tape; 1977, print. Part of a series of traditional narratives told by Arikara elders. Purposes are to provide children with stories in the Arikara tradition and to publish stories in the Arikara language. Stories are printed in Arikara together with a liberal rather than literal translation in English. The orthography used is the one developed for teaching Arikara. There is a sound key to written Arikara included.

Minneapolis Public Schools
807 Northeast Broadway
Minneapolis, Minn. 55413

E Rose Barstow (Ojibwe Language Instructor). This biographical sketch is accompanied by a teacher's guide. Includes photography, map, information, etc. in a folder.

E Beadwork for Children/Birch Bark. Two-part unit for use with elementary students. One part focuses on beadwork activities for young children and the other focuses on birch bark activities and contains a story by Ignatia Broker entitled, "Weegwahsimitig." Background information about birch bark and its use by the Ojibwe, discussion and activities sheets, resources and illustrations are also included.

E Tom Beaver (Television Reporter). This biographical sketch is accompanied with a teacher's guide. Includes map, photographs, information, etc. in a folder.

E Charles Albert Bender (National Baseball Hall of Fame). A biographical sketch accompanied with a teacher's guide. Also a photograph, maps, information, etc. in a folder.

E Patrick Des Jarlait (Ojibwe Artist). This biographical sketch is accompanied by a teacher's guide. Includes photographs, maps, information, etc. in a folder.

E Charles Alexander Eastman (Dakota Physician-Author). This biographical sketch is accompanied by a teacher's guide. Includes photograph, maps, information, etc. in a folder.

E Carl Gawboy (Ojibwe Artist). A biographical sketch, accompanied by a teacher's guide. Also a photograph, maps, information, etc. in a folder.

E — How the Gullies and Ditches Came to Be. Howard J. McKee; illus. by Steve Premo. Legends from the Dakota, Ojibwe and Winnebago tribes.

E — Charles Huntington (Ojibwe Sculptor). This biographical sketch is accompanied by a teacher's guide. Includes photograph, information, maps, etc. in a folder.

E — The Legend of the Owl. Retold by Susan Weyaus; illus. by Steve Premo. Ojibwe legend.

E — The Making of a Treaty. Jim White; illus. by Steve Premo; researched by Sally Hunter. Activity study for teachers and students explaining simply the often unethical handling of treaties with the Ojibwe and small groups of Sioux in the early formation of the U.S. Descriptions of Ojibwe culture, clan system and contemporary tribal life are also included.

E — Maple Sugar Harvesting/Wild Rice Harvesting. To be used with young children and is in a two-part unit. Includes activity sheets, photos, recipes, poetry, information for background discussion, objectives, resource lists, etc.

E — Howard Joseph McKee, Jr. (Winnebago Traditionalist). This biographical sketch is accompanied by a teacher's guide. Includes photographs, information, etc. in a folder.

E — Mikinok and Waboozoons (Legends from the Dakota, Ojibwe and Winnebago Tribes). Bill Chatfield; illus. by Patrick Des Jarlait.

P — My Ojibwe Name Is. . . Susan Weyaus; illus. by Patrick Des Jarlait, Kathleen Westcott, Walter Weyaus. Describes animals in English in riddle fashion, also gives Ojibwe names for the animals. 39 pages.

E — Native Americans of the Twentieth Century. Contains biographical sketches for ten Dakota, Ojibwe and Winnebago Indians, two of whom are women: Rose Barstow, Ojibwe language instructor, and Virginia Driving Hawk Sneve, Dakota author. Each sketch is accompanied by a teacher's guide, and folder which contains biographical information, a photograph and maps.

E-S — Odaminodaa Ojibwemong!! (Let's Play in Ojibwe!!). Jim White; researcher, Rick Gresczky; illus. by Steve Premo. Activity study for students and teachers. Examines "unethical handling" of treaties between the Ojibwe and the Sioux and the U.S. Government. Unit allows for more appreciation of Ojibwe culture, tribe, clan system, modern tribal ways.

I-S — Ojibwe People Speak Out! Rick Gresczyk, Sally Hunter and Steve Premo. Oratory unit using 11 speeches of important Ojibwe leaders to teach language arts skills of memory, listening and public speaking. Included are teaching and pronunciation guides, values and themes lists, listening techniques and a bibliography. A set of five black and white, 17"x22" posters of Ojibwe leaders is also included.

E — Mitchell Red Cloud, Jr. (Winnebago Medal of Honor Recipient). This biographical sketch is accompanied by a teacher's manual. Includes photograph, maps, information, etc. in a folder.

E-S — The River: A Study Project. Jim White; researcher, Juanita Pudwill; graphics, Steve Premo. Concerns guidance for studying geography of Mississippi River. Allows for use of imagination, creative writing, study of tribes, river front development, games, etc. Tested by a class of gifted Indian students (North Wind Warriors) of Minneapolis.

E — Virginia Driving Hawk Sneve (Dakota Author). This biographical sketch is accompanied with a teacher's guide. Includes a photograph of person, information, maps, etc. in a folder.

E — Tibdo. Lucille Childs; illus. by Patrick Des Jarlait. Legends from the Dakota, Ojibwe and Winnebago tribes.

I-S — Tree-Ties. Rick Gresczyk and Steve Premo. Card game which illustrates some plants and their uses (food, medicinal, arts and crafts) in traditional Ojibwe life style. Has three goal structures: individual, cooperative, competitive, and may be used on individual or classroom basis.

E — The Trickster and the Tree. Howard J. McKee; illus. by Patrick Des Jarlait. Legends from the Dakota, Ojibwe and Winnebago tribes.

E — Unktomi and the Ducks. Carrie Schommer. Legends from the Dakota, Ojibwe and Winnebago tribes. Filmstrip by same title also available.

E — Waynaboozhoo and the Geese. Retold by Susan Weyaus; illus. by Patrick Des Jarlait. Ojibwe legend. A filmstrip by same title is also available.

E — Winnebago Basketry. Illus. by Nancy Hands and Patrick Des Jarlait. Contains story of how Winnebago basket making started, a poem, photographs and information on the process of basket making.

Minnesota Chippewa Tribe
Education Division
Box 217
Cass Lake, Minn. 56633

I-S — Contemporary American Indian Women: Careers and Contributions. Pat Bellanger, Lillian Reese; 1982. Funded by Women's Educational Equity Act Program, this Career Guidance Manual gives biographical sketches on 120 contemporary Indian women who are making contributions to the Indian population. A diverse cross-section of role models is presented including Indian women in tribal government and politics, law, all

levels of public administration, education, communications, health, social service, and private sector career fields. Advocates and Indian women activists are also noted. Photographs, quotes, personal memoirs are included in the individual biographies making the entire text an excellent tool for teaching the wide range of career options open to Indian girls. Approximately 300 pages.

Montana Reading Publications
517 Rimrock Rd.
Billings, Mont. 59102

P-E Absaloka. Paragraphs by young Crow children.

I Across the Tundra. Marjorie Vandervelde. Eskimo adventure story (National Press Women's award, best children's story, 1973).

E Ancestor's Footsteps. T. Moore. Two stories of young men with goals.

P-E Arrow Creek Stories. Flora Hatheway. Three Crow legends.

E-I Art of the American Indian. Levin, Kneitel, Vandervelde.

E As Grandfather Told Me. Ugidali (Lee Piper); ed. by Hap Gilliland; illus. by Patricia Dodge-Robinson; 1980. Three stories about the real life drama of Northern Plains Indian children in the early days of the reservation and the boarding school. The adventure, feelings and tragedies are all clearly depicted by this Indian storyteller. 32 pages.

I-A Belle Highwalking, The Narrative of a Northern Cheyenne Woman. Ed. by K. Weist; 1979. Belle Highwalking describes her 79 years on the reservation.

E Big Enough. Nearing, Roscoe and Smiley. Growing-up stories.

I Blue Thunder. Richard Throssel. A Crow legend of the power of the Indian's "medicine" in defeating his enemies.

P Broken Ice. Hap Gilliland. Story of present-day Cheyennes.

E Chant of the Red Man. Hap Gilliland. Quotations from many Indians past and present and a fable for Americans.

E Cheyenne Legends of Creation. Henry Tall Bull and Tom Weist; 1972. Relates some of the oldest legends told by Northern Cheyenne. Explanatory notes are provided. Illustrated by Indian students. 32 pages.

E Cheyenne Warriors. Tall Bull and Weist. Six great Cheyennes.

P The Chiddy. Navajo people. A Navajo's first experience with cars.

P-E Chief Joseph's Own Story. Chief Joseph. Story of the struggle of the Nez Perce Indians in 1879.

E Chief Plenty Coups. Flora Hatheway. Life of the Crow Indian chief.

E Chinook. Jessie Marsh. "Read to me" book about Chinook winds.

E Clatsop Drumbeats. W. Eberman. Poetry of the Northwest Indian cultures.

E-I Could It Be Old Hiari. Marjorie Vandervelde. Panama Indian mystery.

P Coyote and Kootenai. Gingras and Rainbolt. Flathead legends.

P Coyote's Pow-Wow. Hap Gilliland. Folk tale.

E Creation Tales from the Salish. W. H. McDonald. Salish legends.

E The Flood. Hap Gilliland. Legends from 16 tribes throughout the world.

P Geronomo Chino. Paula Paul. Story of an Apache boy and the horse he loved.

P-E Grandfather and the Popping Machine. Henry Tall Bull and Tom Weist. Humorous story of Northern Cheyenne's first contact with cars.

E Grandfather Grey Owl Told Me. Althea Bass. Cherokee animal myths.

E Growing Up Indian. Jo Rainbolt and Louis Gingras.

E-I Guardian Spirit Quest. Ella Clark. Relates guardian spirit quests from a number of different Indian groups.

E A History of the Cheyenne People. Tom Weist. The result of ten years' research with Cheyenne people.

E Hopi Mysteries. Woolgar and Rudnicki. Hopi and Navajo adventures.

E The Horse and the Plains Indian. Raymond Schuessler; ed. by Tom Weist and Hap Gilliland; 1972. Relates the importance of the horse for Northern Plains Indian, two legends, Crow and Blackfeet, about how the horse came to the Indians, and a story of Indian horse racing. 32 pages.

P How Horses Came to the Ha'a'ninin. Joe Assiniboin and The Boy; 1980. Three traditional legends of Assiniboine as told by respected elders of the tribe. Legends are: "How Horses Came to the Ha'a'ninin," "Chief Mountain's Medicine," "Red Bird's Death." 35 pages.

P — How the Dogs Saved the Cheyennes. Hap Gilliland. Cheyenne folk story.

E — The Hunt. Samual Stanley and Pearl Oberg. Outdoor life stories.

P — The Hunter and the Ravens. Mary Holthaus. Eskimo folk story.

E-I — Indian Canoeing. Pierre Pulling. Instruction guide to Indian canoeing. 58 pages; 48 illustrations.

E — Indian Folk Tales From Coast to Coast. Jessie Marsh. Six traditional folk tales.

E-S — Indian Myths From the Southeast. B. Levin. Seminole folk tales.

P-E — Indian Tales of the Northern Plains. Sally Old Coyote and Joy Yellow Tail Toineeta. Folk tales of six tribes.

P — Indian Tales and the Northern Rockies. Old Coyote and Yellow Tail Toineeta. Folk tales of the Flathead, Nez Perce, Gros Ventre, Shoshone and Crow Indians.

E — In Our Hogan. Wood and Armstrong. Adventure stories of Navajo children.

E — In the Beginning. Ella Clark. Creation legends from eight tribes.

I — Issiwin, Sacred Buffalo Hat of the Northern Cheyenne. Father P.J. Powell.

P — Legends of Chief Bald Eagle. Harry Bull Shows/Hap Gilliland. Crow legends; recorded in the vernacular of English used by many Crow grandparents.

P-E — A Little Boy Eats Too Much. Mary L. Holthaus; 1974. Illustrated Eskimo fable. Definitions for specific Alaska terms are given. Vocabulary list and basic sight word list are also included. Limited to 75 different words repeated at least three times. 32 pages.

P-E — The Little People. Flora Hatheway. Crow legends.

P-E — Mista. Tall Bull and Weist. Cheyenne ghost stories.

E — The Money God. Hildreth, Albert, Lindblad. Navajo conflicts of cultures.

P-E — Navajo Children. Nancy Armstrong; 1975. Three stories about contemporary Navajo children with illustrations. 29 pages.

E — Night Walker and the Buffalo. Bass. Conflict of past and present.

P-E — No One Like a Brother. Hap Gilliland. Humorous modern Cheyenne story.

E — Northern Cheyenne Fire Fighters. Tall Bull and Weist. Contemporary story with photographs of Northern Cheyenne Indians putting out forest fire on reservation. Glossary of special terms included.

E — OKEMOS. George Fox and Lela Puffer. Story of Fox Indian in his youth.

P — Old Man Coyote. Flora Hatheway. Crow legends of creation.

E-I — Osceola. Beatrice Levin.

I — Ox'Zem Boxelder and His Sacred Lance. Father P.J. Powell. Deals with Northern Cheyenne culture.

E — The Phantom Horse of Collister's Fields. Gail E. Johnson; 1974. Contemporary story of young Indian boy trying to catch elusive horse. Indian/White relations explored as well as Indian family relationships. 32 pages.

P-E — Philip Johnston and the Navajo Code Talkers. Syble Lagerquist; 1975. The story of Philip Johnston's life with Navajo and his involvement in setting up Navajo code-talkers regiment during World War II. The Navajo code-talkers relayed vital messages during the war in Navajo language and the code was never broken by the Japanese. Photographs included. 31 pages.

E — Pow-Pow. Chenfeld and Vendervelde. Relating the old to the new.

P — The Pow-Wow. Navajo people. A family goes to the pow-wow in Flagstaff.

E — Prairie Legends. Monica Feather Earring, Fred Turnsback, Philomine Old Coyote and Lela M. Puffer. Four legends, mostly originating from the buffalo days camps of the Crows.

E — The Rings on Woot-Kew's Tail. Will Gerber, Genevive Golsh, Lilyan Mastrolia and Flora Hatheway. Legends of the sun, moon and stars.

E — The Rolling Head. Tall Bull and Weist. Cheyenne tales.

E-I — Sacred Buffalo Hat. Fr. Powell. Historical Cheyenne story.

E-I — Sacred Wheel Lance. Fr. Powell. Historical Cheyenne story.

P — Salish Folk Tales. Katherine Law. Stories of Flathead and Spokane Indians.

E-I — Sam and the Golden People. Marjorie Vandervelde. Central American Indians.

E-I — Seal for a Pal. Paul E. Layman. Story of an Aleut boy and his seal.

I — Sequoyah and His Miracle. William L. Roper; 1972. Story of Sequoyah, the Cherokee leader, who invented the alphabet and writing system for his people. 32 pages.

E-I — Son of the Dine. J.W. Wood. A Navajo boy's first day at boarding school.

P-E — The Spotted Horse. Tall Bull and Weist. Northern Cheyenne story.

E — Stories From Ugidali (Cherokee Storyteller). Ugidali (Lee Piper); illus. by Tanya Hargrove; 1981. Three traditional Cherokee legends: "The Race Between Cheestu and Awi," "How the Do-Tsu-Wa Got His Color," "The Rattlesnake's Revenge." 32 pages.

P — Tales From the Bitterroot Valley. K. Law. Salish folk stories.

E — Thunder Waters. Frances Snow, Richard Albert and Aubrey Johnson. Experiences of growing up in different Indian tribes.

E-I — Tragedy of Tenaya. Allan Shields. Story of the Yosemite Indians.

P — The Trapper and His Goat. Navajo people. Two stories of Navajo life.

P — The Turtle Went to War. Tall Bull and Weist; 1971. Northern Cheyenne folktale. Key word recognition list provided for the nine stories told. Illustrations are by Indian children. 32 pages.

P — Two Boys in Navajoland. Navajo people. Typical life of the Navajo boy.

P — Veho. Tall Bull and Weist. Cheyenne folktale.

E — Vostaas. Maxine Ruppel. This story of the Montana Indians is a good beginning to a study of the Plains Indians.

P-E — Wapon. Marie Froton Began; ed. by Hap Gilliland; 1976. Story of "Little Breeze," a Crow Indian boy, who, after learning lesson grew up to become a young brave named "Wapon, the Wind." Traditional child-rearing practices explored. Illustrated by Crow Reservation children. 31 pages.

P-E — The Winter Hunt. Tall Bull and Weist. Stories of Cheyenne women.

Five K-3 level, five elementary level and two intermediate level books were not available for review. Brochure giving complete listing available from source.

Moore Public Schools
Moore Indian Education Center
2009 N. Janeway
Moore, Okla. 73160

E-I Indian Arts and Crafts Book. Pat Ross, Director. Tribal histories, legends and cultures are taught through more than 100 arts and crafts activities. Lesson plans, illustrations and directions are provided for each task and its relevance in Indian culture. 120 pages.

P-S Project BIFEAREMA (Biofeedback for Improvement in Self-Concept, Reading and Math). Pat Ross, Project Director. Originally designed for second grade students with deficiencies in reading or math achievement who exhibited tension anxiety indicators, this program has been adopted for all students in school district. Students attend with parent permission two or three days per week for twenty to twenty-five minutes. During the sessions students receive biofeedback relaxation training. Evaluation revealed that boys outgained females in vocabulary development and girls outgained boys in math development, a result that is contradictory to national trends for same age group. However, results are not conclusive if biofeedback was a major factor in increased scores, but there was sufficient evidence that it was a positive influence in increasing reading and math achievement.

P Project STAY (School Aid to Youth). Pat Ross, Project Director. A nationally validated early intervention program for high risk first grade students targeted by teachers, counselors and parents as potential dropouts and behavior problems. The social, emotional and academic needs of referred students are identified and they remain in the program for one year, spending half-day in regular classroom and the other half in Project STAY. After STAY, students return full time to regular classroom. A ten-year study completed in 1981 showed that 80 percent of the students who participated in STAY remained in school as part of regular classroom. Model has been replicated in other parts of the country.

P Project TOK (Teaching Oral Kommunications). Pat Ross, Project Director. An innovative program designed to facilitate communication skills of first grade children. TOK strives to identify, evaluate, remediate and re-evaluate students who are having difficulty in oral communications. The book is a compilation of teaching ideas and materials gathered from staff and commercial manufacturers. TOK is a state validated program funded through Title IV-C ESEA. 60 pages.

Morning Flower Press
P.O. Box 11443
Denver, Colo. 80211

E-S A Primer: The Art of Native American Beadwork. A. Susanne Aikman; 1980. Booklet was developed as a result of teaching beadwork to novices by author from grade 6 to adult. Included are instructions on types of beads, needles, and materials to purchase, how to stitch, make a loom, draw and follow patterns. Simple directions with illustrations describe how to weave various patterns for fringes, borders, chains, belt buckles, etc.

Muckleshoot Tribal Program
Auburn School District #408
915 Fourth Street, N.E.
Auburn, Wash. 98002

P-A Muckleshoot Language and History. Project Director, Virginia Cross. This project will develop a Muckleshoot language program for Indian students, as well as a coordinated history program for the Muckleshoot Indian tribe. The materials, which will be field tested, will be used in the schools and with adults.

Narragansett Tribal Education Project, Inc.
Indian Education Department
Box 429
Charleston, R.I. 02813

S Narragansett Tribal Ethnic Heritage. Rachel Greener, Director; 1977. Activities include the development of curriculum materials for a six-week, senior high mini course on American Indians of New England, especially the Narragansett. Curriculum was published in Narragansett Indians, a hardback book, providing curricula, tests, and bibliographies for teaching the history and culture of the tribe. Tribal representatives served as advisors and made final revision of the material. Historical topics covered include: prehistory, arrival of the Mayflower, governments and sachems, King Phillip's War, states' attempts to dissolve the tribes. Topics dealing with culture include: housing and the seasons, weapons, hunting, clothes, foods, weaving, pottery, songs, legends, dance, religious ceremonies and rituals.

Native American Home Start
Anadarko, Okla. 73005

P — Activity Book. Deborah Ahtone. Game for children; uses dice or spinner. Object to reach Wichita Village first. Activities include: cut and paste, puzzles, designs, identifying sizes, coloring designs, drawing details on designs or outlines, matching similar objects, counting exercises, vocabulary exercises, alphabet.

Native American Materials Development Center
467 Rio Grande Boulevard, N.W.
Albuquerque, N. Mex. 87104

S — Diné Bibee Haz'Aanii (The Law of the People). Project Director, Gloria Emerson. This project will illustrate and publish an already-written manuscript on Navajo tribal law-ways and government and will develop a teacher's guide/resource book to accompany the text. The project will also assemble current materials concerning tribal and intergovernmental relationships with the Navajo systems of government. This project was undertaken so that approximately 19,500 Navajo secondary school students can benefit from a civics and government curriculum reflecting the Navajo heritage and experience; non-Navajo students will also be able to use the materials.

New York State Department of Education
Bureau of Secondary Curriculum Development
Albany, N.Y. 12224

I — Teaching A Pre-Columbia Culture: The Iroquois. Hazel W. Hertzberg; 1968. Introductory exercises for the study of culture; descriptions of role of archeologists and anthropologists; classroom procedure for teaching about Iroquois; questions; tapes; exercises; bibliography; films; other teaching aids; reference after each chapter. Developed for seventh grade social studies.

Northeastern Oklahoma State University
Educational Professionals for Indian Children (EPIC)
Tahlequah, Okla. 74464

P-E Growing Up Cherokee. Gloria Sly; art by Larry Daylight; photos by Elray L. DeRain. Coloring book. Pictures of typical Cherokee family and life style in rural Oklahoma in Cherokee Nation. Illustrations of stickball, churches, ceremonies/dances, family life, softball, swimming, fishing, Native foods, hospital, medicine man, school.

Northwest Indian Fisheries Commission
Office of Information Services
2625 Parkmont Lane, S.W.
Olympia, Wash. 98502

S U.S. Treaties: A Northwest Perspective. Student unit focused on Washington State and the treaty fishing issue. However, the basic principles involved apply to all federal treaties with Indian tribes. Designed to be a tool for analyzing the complex issues surrounding Indian affairs in the United States today. Four sections present factual information. Section V is exploratory, asking students to make some generalizations and conclusions of their own about the issues. The unit is a joint effort of numerous Washington public school districts and Indian organizations. Suggested for grade 9 use, although adaptable to other levels.

Northwest Regional Educational Laboratory
300 S.W. Sixth
Portland, Oreg. 97204

Indian Reading Series: Stories and Legends of the Northwest. Excellent collection of authentic material cooperatively developed by 155 Indian people from 12 reservations who wrote and illustrated the several dozen books. Designed to help Indian students meet problems, the series also provides insight into cultural values for non-Indian students and teachers. Materials for Series IV and V currently in field test. See Educational Systems, Inc. for completed Series I, II, III.

A Thoughts From the Shadow of a Flame. Robin Butterfield and Colleen Larvie. Teacher's manuals designed for use with series to increase

student skills in language arts activities, reinforce for Indian students a positive self-image and pride in being Indian, and provide students and teachers with a greater understanding of Indian culture. Activity cards also available.

Level IV Materials:

E Assiniboine Woman Making Grease. Assiniboine Curriculum Committee of Ft. Peck Reservation. Plains Region. Description of culture-Indian values.

E Basket Woman. Muckleshoot Planning Committee. Coastal Region. Indian values.

E Bear Hat. Fort Hall Reservation Committee. Plateau Region. Adventure story which explains a way in which Indian people have received names.

E Bear Tepee. Members of the Northern Cheyenne Tribe. Plains Region. Natural phenomena-Indian values.

E Blue Jay, Star Child. Muckleshoot Planning Committee. Coastal Region. Natural phenomena-Indian values.

E Catches Up to Antelope. Fort Hall Reservation Committee. Plateau Region. Ideas of spiritual belief.

E Chief Mountain's Medicine. Gros Ventre Elders Board from Fort Belknap Reservation. Plains Region. Ideas of spiritual beliefs.

E Coyote and the Cowboy. Members of the Fort Hall Reservation Committee. Plateau Region. Coyote, "the trickster," stories weave through many tribal cultures and generally emphasize Indian values. The series contains three coyote stories developed by members of the Burns Paiute Reservation: Coyote and the Two Sisters, How Coyote Tricked Porcupine, and Nosy Coyote. Salish (Flathead) Cultural Committee of the Confederated Salish Kootenai Tribes contributed two coyote stories: Coyote Gets Lovesick and Coyote's Dry Meat Turns Into Live Deer. Members of the Confederated Tribes of the Warm Springs Reservation contributed three coyote stories: Coyote and the Crow, Coyote and the Tick and Coyote and the North Wind.

E How Deer Hide Was Tanned. Confederated Tribes of the Warm Springs. Plateau Region. Description of culture.

E How the Summer Season Came. Assiniboine Elders Board, Fort Belknap. Origin of seasons and introduction of winter count.

E Moosehide Robe Woman. Sioux stories and legends collected by members of Assiniboine and Sioux tribes of the Fort Peck Reservation. Emphasizes Indian values with particular reference to women.

E Napi's Journey. Blackfeet tribal members. Introduces a comical cultural figure credited with creating natural environment.

E Otter and the Beaver. Warm Springs. Natural phenomena.

E Our Homes Then and Now. Warm Springs stories; description of culture.

E Owl Boy. Fort Peck. Another Sioux legend. Emphasizes harmony of environment.

E Pet Crow. Assiniboine and Sioux of Fort Peck Reservation. Emphasizes spirituality.

E Running Free. Shoalwater Bay Curriculum Committee. Coastal Region story emphasizes near identical theme of Owl Boy from Sioux legend.

E Skokomish Baskets and Canoes. Coastal Area Planning Committee. Introduces cultural objects of the Pacific coastal region with description of different varieties of baskets and canoes.

E Snail Woman at Sq'a'le. Suquamish Curriculum Committee at Port Madison Reservation. Natural phenomena.

E Warrior People. Blackfeet Tribal members. Emphasizes oral tradition and reminds each reader not to "forget the ways of your people."

E The Weasel and the Eagle. Warm Springs animal story.

Level V Materials:

E Broken Shoulder. Developed by members of the Gros Ventre Elders Board from Fort Belknap Reservation. Explains the Big Dipper and North Star. 17 pages. The Gros Ventre group also developed a second volume containing How Horses First Came to the Gros Ventre and Red Bird's Death. 32 pages.

E Buffalo of the Flatheads. Developed by the Salish (Flathead) Cultural Committee of the Confederated Salish/Kootenai Tribes. Offers particular insight into values and economy of the Plains culture. 63 pages. This group also developed Mary Queequeesue's Love Story, written in non-traditional English or "Reservationeze." 23 pages.

E Coyote Arranges the Seasons. Klamath, Modoc and Paiute Committee. Colorbook format illustrations by Laura Hecocta. Introduces a theme of man's attempt to control and exploit his own environment as it relates to energy. 20 pages. This group contributed a second story passed down by the elders, entitled How the Animals Got Their Colors, a commentary on results of greed. 27 pages.

E Duckhead Necklace and Indian Love Story. Contributions to the series by members of the Assiniboine Elders Board, Fort Belknap Reservation. Explanation for several different natural phenomena in first story and a lesson in cultural values in the latter. 40 pages. This group also contributed How the Big Dipper and North Star Came to Be. The story line varies considerably from the Gros Ventre story cited above. 17 pages. A third work contributed by the Assiniboine group contains True Story of a Ghost and A Young Warrior. The former provides

description of the culture and emphasis on values. The latter story provides examples of courtship, warriorhood and treatment of the dead. 17 pages.

E — How Horses Came to the Gros Ventre. Elders Board of the Gros Ventre, Fort Belknap Reservation. Plains region perspective on values and spiritual beliefs.

E — Little Ghost Bull and Firemaker. Two stories from members of the Northern Cheyenne Tribe. The first concerns a contemporary Cheyenne boy and today's reservation life. The second is built on legend emphasizing Indian values. Both stories recorded as told by Julia Pine. 36 pages.

E — The Lone Pine Tree and The Lodge Journey. Humorous tales developed by Blackfeet Indians. The cultural "trickster," Napi, appears in the first story to provide a lesson on value judgment but more significantly emphasizes equal opportunity for both women and men. 33 pages. The Blackfeet group, with Doris Old Person as coordinator, contributed a second volume containing The Skull Story and Ghost Woman. Presented as a true story, the first emphasizes Indian values and the second emphasizes spirituality of Blackfeet people. 25 pages.

E — Stories From Burns. Developed by Burns Paiute Reservation; coord. by Ruth Adams. Includes three short stories in oral history of the tribe and includes a coyote story. 21 pages.

E — Stories of an Indian Boy. Muckleshoot Curriculum Committee; coord. by Charlotte Williams; written by Elizabeth Bargala; illus. by Arlene Sevdy. Contemporary setting. 27 pages. This group also developed A Fishing Excursion, which emphasizes significance of fishing to tribes of Pacific Northwest. 17 pages.

E — A Visit to Taholah and Joseph's Long Journey. Shoalwater Bay Curriculum Committee, Clara Hawks, Coordinator; Irene Shale, Consultant. An account of a 1916 waterway journey experienced by a young girl and a second adventure journey by a 13-year-old Shoalwater boy. 37 pages.

E — White Rabbit. A Sioux story written by Ann Lambert and offered to the series by members of the Assiniboine and Sioux Tribes of Fort Peck Reservation. Emphasizes patience and family relationships. 20 pages.

E — Winter Months. Members of Fort Hall Reservation Committee; coord. by Maxime Edmo; illus. by Evelyn A. Teton Evening. A final coyote story, this one emphasizes seasonal change with a lesson on group dynamics. 15 pages.

Ramah Navajo High School
Box 248
Ramah, N. Mex. 87321

S — The Anglos and the Mormons Come to Ramah. Tom Cummings; illus. by Sampson Martines; 1974. Historical description of invasion of America by Anglos; descriptions of founding of Mormon church, how Mormons were forced west and settled in Utah then spread south onto Navajo land. Description of Ramah--Spanish names and Navajo name: Tl'ohchini Cebolla and Cibola--are given for town but the Mormons named it Ramah after a town in the Bible. Takeover of land by Mormons and Anglo ranchers described. Navajos loss of land and livelihood, race prejudice, small plots, checkerboarding described. Government programs aided Anglos and Mormons. Lands fenced to keep Navajo sheep from water. Attempts at acculturation and conversion failed. Ramah Navajo High School was established in 1970 with a Navajo school board. Students can study Navajo history, culture, and language. 32 pages.

S-A — The Law of the People; A Bicultural Approach to Legal Education. Dan Vicente, Leonard B. Jimson, Stephen Corn, M.S.L. Kellogg; 1972. Four volumes, each about 100 pages in length. Source books of traditional and modern law which will be of benefit to teachers, lay judges, lay advocates, police paraprofessionals, and social workers. There are many practical suggestions for dealing with common day-to-day problems such as telephone service, how to send money, how to buy a used car, the post office, divorce, income taxes, health services, social security, hidden charges, pawn, etc. Stories are told of actual situations which can serve as examples.

Robeson County Compensatory Indian Education Project
Box 1328
Lumberton, N.C. 28358

P-S — United Native Instruction to Youth: Unity. 1979. Contains 19-page Foreword by Vine Deloria, Jr., an Introduction by Helen M. Scheirbeck, Ed. D., and an Overview by Ruth Dial Woods, Project Director, which provide historical information suitable for discussion. Units on "Indian Families," "How the Indians Live," "Indian Customs, Traditions, Superstitions," "North Carolina's Indian Heritage," and "Community and Government" designed for grades K-5. On 8th and 9th grade levels, a unit, "Indians of North Carolina," is included. Background information, learning activities, goals and objectives are included for each unit. Extensive reference section which includes listings of books, periodicals, filmstrips, audio visual materials, 16mm films, transparencies, study prints, cassette tapes, disc recordings.

Rough Rock Demonstration School
Navajo Curriculum Center
Star Rt. One
Rough Rock, Ariz. 86503

E — Awee' Ch'ideeldlo'. Laura Wallace and Jack Schwanke; revised by Shirley M. Begay; re-illus. by Larry Benally. Revised and designed to provide culturally relevant and interesting reading material for Navajo speaking children.

E — Black Mountain Boy. Vada Carlson and Gary Witherspoon; illus. by Andy Tsinajinnie. John Honie, a highly respected Navajo medicine man who lives today in the high country of Black Mountain on the reservation, tells the story of his boyhood to boys and girls. The love of freedom and the warmth of abundant Navajo affection within the family distinguish this accurate, true-to-life story. The beauty of unspoiled Navajo values comes through clearly, but the sensitive portrayal of the exuberant, yet peaceful, years that change Honie from a boy to a man carries an important moving message for children everywhere. 81 pages.

I-S — A Chini Baa Dahane'. Comp. by Laura Wallace and Irene Silentman; illus. by Ray Sells; 1974. This is a collection of stories and poems written by middle and high school students at Rough Rock Demonstration School. Two of the stories are written in English; the others are written in Navajo. Some illustrations, black/white. 20 pages.

E-I — Coyote Stories of the Navajo People. Robert A. Roessel, Jr. and Dillon Platero; illus. by George Mitchell. These wonderful stories, collected in the field in 1968 from elderly medicine men and other storytellers, are narratives which have been transmitted orally from one generation of Navajos to the next after darkness has fallen and the winter fires are fully kindled to warm the hogans for the night. They are cautionary tales, told with humor and perceptiveness regarding the pitfalls of human nature. They express, enhance and enforce the morals and norms of Navajo society. "Trotting Coyote" is the epitome of disastrous, anti-social behavior and his failures are legendary proof of the results of such behavior. The stories thus strengthen and reinforce moral values, social harmony and cultural norms by endowing them with the prestige and power of antiquity, as well as with the sanction and affirmation of the supernatural. Delightful illustrations bring the stories to life.

E — Deezbah and Chee. Ed. by Ethelou Yazzie and Peter Handeland; illus. by Verna Tullie. Primarily written for Navajo children, emphasizing

that children must help preserve their culture and pass on this story. It will build up the image of their forefathers and their present leaders.

I-S Denetsosie. Ed. by Broderick H. Johnson, Sydney M. Callaway, and others; illus. by Andy Isinajinnie. A warm and absorbing biography translated from the Navajo language, about Denetsosie--Navajo Medicine Man 1891-1969. This is the story of a great man and provides insight to the simple yet forceful philosophies which established him as a great and courageous leader of his people--the Navajos. Denetsosie was a former Navajo Tribal Councilman who lived in the Lukachukai community. A tall, handsome man, Denetsosie was highly respected not only as a most capable and renowned medicine man, but also as a community leader who never lost interest or trust with his people at his community.

E Dual Language Material. Martha A. Austin. Navajo/English book, not a dictionary, but similarly designed for quick transfer of concepts and values from one language to the other. 147 pages.

A/R ESL Outline of Objectives. Marileta Sawyer, Mary T. Castimore and Kathryn Moyes. A useful building tool for teaching English as a second language. Workbook. 77 pages.

A/R ESL Teaching Ideas. Kathryn Moyes; revised edition, December 1977. Helpful companion to the ESL Outline of Objectives, designed to implement the objectives for Levels A, B, and C workbook.

E Grandfather Stories of the Navajos. Sydney M. Callaway, Gary Witherspoon, et al; illus. by Hoke Dentsosie and Clifford Beck, Jr. Intended primarily for Navajos and especially for boys and girls. It is one of a series of books and other materials designed to depict life, history and culture, to offer biographical studies and to describe current programs of what is now the most numerous Indian tribe on the largest reservation in the United States. The 11 narratives and articles are arranged in three categories: mythological tales, historical accounts, and descriptions of things meaningful in Navajo life. The last group includes a discussion called "Some Navajo Medicines."

E Hooghan Bahane'. Revised by Shirley M. Begay; illus. by Verna Tullie; 1977. This book deals with Navajo boys and girls. It can contribute toward a broader understanding among all people and can be used successfully with non-Navajo students at Rough Rock.

S-A Kinaalda (The Navajo Puberty Ceremony). Shirley M. Begay (Navajo version), Verna Tullie. Specifically deals with the sacred puberty ceremony that the initiate or the pubescent girl experiences. The introduction describes "Changing Woman," also known to the Navajo people as "White Shell Woman," and how her puberty ceremony was performed which was the first puberty ceremony ever held. Adolescent boys are also involved in the ceremony by helping and by taking part in the race and the stretching ceremony. By doing these important chores the young boys learn to respect the opposite sex. The book is divided into six parts.

P-E Lucy Learns to Weave. Virginia Hoffman; illus. by Hoke Denetsosie. A children's story depicting Lucy and her friends gathering plants. Designed primarily for children in grades 1-4. Large readable type for easy comprehension. 46 pages.

P Naaldloshi Naach'aah. Irene Silentman and Paul Wilson, Jr.; 1974. A self-pronouncing dictionary/coloring book of wild and domestic animals prepared to educate and amuse the young child. Names of animals are included at bottom of drawings. Written in Navajo. 70 pages.

I-S Navajo Biographies (Volume I and II). Virginia Hoffman and Broderick Johnson; illus. by Hoke Denetsosie, Andy Tsinajinnie, Clifford Beck, Jr. Contains eight biographies of famous contemporary Navajo leaders. Included are: Sam Ahkeah, Alvert George "Chic" Sandoval, Paul Jones, Chaba Davis Watson, Annie Dodge Wauneka, Dr. Taylor McKensie, and Raymond Nakai. Publication covers the period since 1900. It primarily focuses upon leaders who have served their people in various capacities in the period from the 1950s to present.

A/R Navajo Education 1849-1978: Its Progress and Its Problems. Robert A. Roessel, Jr.; 1979. This major and thorough publication discusses Navajo education during the 31-year period of 1948-78. The book presents a critical analysis in terms of the progress and problems which faced Navajo education. Not only are facts and figures discussed in many aspects of Navajo education such as enrollment costs, funding programs, but it also presents an interpretation of these facts and the alternatives facing Navajo people in the area of Navajo education. The book is divided into three major parts: Part I discusses the plan and purpose of the book, plus a brief review of the Navajo. Part II is called "Navajo Education An Awakening." This section examines those programs and philosophies which characterized Navajo education during the 1950s and 1960s. Part III is described as "Navajo Ascendency" and emphasizes the program and problems facing Navajo education during the 1970s in its look to the future. During this period Navajo control over Navajo education became more than a slogan.

I-A Navajo History (Volume I). Ed. by Ethelou Yazzie; illus. by Andy Tsinajinnie. Previously unrecorded Navajo tribal pre-history for those who may be interested in the earliest times as seen from the Navajo viewpoint. Book is the result of a three-year effort by the Rough Rock Demonstration School Board and involved many hours of interviewing and recording the ancient pre-history as related by the Navajo medicine men. Original interviews were tape recorded in Navajo and translated into English. Hence, for the first time, a statement of Navajo pre-history by the Navajo. Famous Navajo artist Andy Tsinajinnie has provided outstanding illustrations, many of which are in full color. A book of history, culture and art; to be read by people everywhere.

I Navajo Music for Classroom Enrichment. Ed. by Dollie L. Yazzie and Lynda A. Dick. A set of two long-playing records and a teacher's guide. Thirty-seven songs include tongue twisters, occupational songs

about historical events, and songs for enjoyment. Teacher's guide includes helpful references plus the text of each song and helps for teaching a lesson about each one. Book and cassette. 52 pages.

I-A Pictorial History of the Navajo From 1860 to 1910. Robert A. Roessel, Jr. This publication contains some 200 photographs which depict the Navajo during this 51-year period of time. The book is divided into two major sections: Part I is entitled "Navajo Life" and contains photographs and written material dealing with the Long Walk, Fort Defiance and the distribution of rations, Navajo delegation to Washington, and Navajo education. Part 2 is entitled "Navajo People." It contains photographs of Navajo women, children, men, and Navajo groups. Some of the photographs have never before been published and no existing publication contains such a large number of photographs of Navajos during this traumatic period of Navajo history. The written material is secondary to the pictures and yet the material points out a heretofore relatively unknown reason for the long walk, as well as specific data on how the Navajos received far less in terms of food than did other more warlike tribes.

S Rough Stones - Volume I. Rough Rock Community High School Students; illus. by Verna Tullie. This is a unique collection of prose and poetry written by Rough Rock Community High School students as they comment on "their world" through English class assignments. Ideal for classroom teachers and others who wish to appreciate the beauty of "Navajo English," as it comes from the minds and pens of students who function with English as a second language. 93 pages.

P Saad Naasch'aa'. Irene Silentman; illus. by Paul Wilson, Jr.; 1974. Self-pronouncing dictionary with emphasis on vowel sounds. Presented as coloring book for added interest. 76 pages.

I Stories of the Navajo. Comp. by Laura Wallace. Original stories by middle and high school students at Rough Rock Demonstration School.

A Women in Navajo Society. Ruth Roessel; 1980. This book is the first major publication that has directed its attention to the vital and paramount role Navajo women play in Navajo society. While anthropologists and historians have described briefly the fact that Navajo society is matrilineal and matrilocal, there has been no serious and detailed attention given to this cultural emphasis and characteristic of the Navajo people. This book looks at the early legends of the Navajo in terms of the role women played at that stage in the history of the Navajo people and brings that role down to the present showing not only the changes, but the consistencies. In addition, this book contains the stories of two Navajo women, one who lived during the traumatic period of the Long Walk, and the other who lives today. In this way, the continued past and present strength and position of women is further discussed and revealed.

St. Paul Public Schools' WEEA Project
Gloria Kumagai, Director
Urban Affairs Department
360 Colborne
St. Paul, Minn. 55102

E — Eight Stories on American Indian Girls. A series of eight booklets portraying Indian girls in elementary school life styles which include curriculum on Indian history, culture, bicultural aspects and other subjects. The focus is to teach "unlearning" of Indian stereotypes and depict Indian girls as they really are in contemporary cultural setting.

E-I — Minority Women in Math and Science. A student booklet providing an overview of Indian, Black, Hispanic and Asian-Pacific women, portraying cultural differences and similarities and role models. A filmstrip accompanies the booklet entitled "Adding to the List."

E-S — Multi-Media Curriculum for Teaching About Minority Women. A series of materials about Indian, Black, Hispanic and Asian-Pacific women. Included are 20 posters for each ethnic group, ten of which depict young Indian girls and ten portraying their adult career role models. A student booklet and filmstrip provide an overview of all four groups.

Salish-Kootenai Community College
The Steve Matt, Sr. Memorial Fund
Pablo, Mont. 59855

I-S — Montana Memories: The Life of Emma Magee in Rocky Mountain West, 1866-1950. Ida S. Patterson; illus. by Jaune Quick-to-See Smith. The memoirs of Emma Minesinger Magee as recorded by her great-niece. Emma Magee was a mixed-blood of Shoshone, Salish and White descent, who received an allotment on the Flathead Reservation. Born two years after the Montana Territory was named, her story tells much about life in early Montana as experienced by the mixed-blood community: their acceptance by both White and Indian communities, participating in local government and social life until racial distinctions forced them onto reservations. Glimpses of Flathead Reservation life in 1890s, Ursuline School in 1910, and the regression in the economic status of Indian people after the reservation opened are given.

San Francisco State University
Native American Social Work Project
San Francisco, Calif.

A Human Behavior and American Indians. Wynne DuBray Hanson and Margaret DeOcampo Eisenbise. Curriculum text for social work students. Describes the general characteristics for nine major geographical/cultural areas of North American Indian tribes. In each area, one or more specific tribes are also reviewed. Application of this information is then discussed in terms of its implications for social work practice and education, including the dual perspective theory and human behavior and social environment frame of reference. Actual case histories are reviewed and a bibliography is included. 120 pages.

A Social Policy and American Indians. Wynne DuBray Hanson and Patrick Frances Purcell. Instructional monograph for graduate, undergraduate students and teachers in social work concerning policy and provisions of law that affect American Indians. Areas covered include historical overview, Bureau of Indian Affairs, Indian Child Welfare Act, CETA and federal assistance. A sample course outline and comprehensive bibliography is also included. Spiral bound. 77 pages.

A The Urban Indian. Winona DuBray Hanson; 1980. A proposal for social work classes. Six articles provide a glimpse of the uniqueness of American Indian cultural conflict by focusing on aspects of the culture which warrant special attention. Of particular note is article entitled "The Urban Indian Woman" which has been published in four social work journals. More than 100 tribes are represented in San Francisco Bay area and an effort was made to enumerate commonalities among the tribal cultures rather than focusing on specific tribes. Issues raised in articles are applicable to urban areas throughout country. Spiral bound. 77 pages.

San Simon School
Star Rt. One, Box 92
Sells, Ariz. 85634

P Ali: Baby. 1980. One of "Right Now Readers" series. Published in English and Papago in separate editions, this reader is for children beginning their reading skills. They are taught to read Papago and English concurrently. The reader uses scenes and situations familiar to a five-year-old. Only a single word or short phrase changes from page-to-page and the pictures are of local residents and students.

P Cicpkandam: Workers. 1981. One of "Right Now Readers" series. Published in Papago and English editions. Designed for children just

learning to read so they can learn to read in both languages. Ten different workers, male and female, are shown at various occupations. A one sentence description of what they are doing.

P E-We:M Ki:Kam (The Papago Family). Written in English. Traces history of Papago houses from brush shelters to mobile homes and other contemporary houses. Study/discussion questions separate from booklet. 24 pages.

E Ha Icu A: Gaab Amjed G Ko: Ds. Albert Alvarez, Caryl McHenry; 1980. A traditional story. Native language only.

E Helen's Story. Helen Ramon; 1980. The story of Helen Ramon's growing up years in the 1950s. She lived with her grandparents and great-grandparents in Topawa. The story is published in English and Papago editions. The first of a series of Papago culture history readers. Mrs. Ramon is an original member of the San Simon School staff and a teacher in and developer of the bilingual program at San Simon.

E Huawi C Ban C Ha-mamad O'Ohona. Benito Garcia; 1980. Apparently a traditional coyote tale. Native language only.

E Lupe's Story. Lupe Lopez; 1980. True story of Lupe Lopez, how she lived as a child in the 1940s and how she learned to make baskets. Told in English and in Papago in separate editions. One of a series of culture history readers. Mrs. Lopez is active in school affairs and serves as a resource person for the school. She tells an interesting story of her family's life style.

E-A Masad Kuintakud 1981 Arts and Crafts Calendar. Names of months are given in O'Odham, various dates of tribal or cultural importance are noted. A picture of Papago baskets, Papago pottery, desert flowers, wood carvings, and traditional clothing with a brief description accompanies each month's calendar.

P Ma:Schamakud We:Mtdam. Written in Papago. Photos augmented by simple sentences describing work of selected school employees. Study/discussion questions separate from booklet. 20 pages.

P N-Mascamdam: My Teacher. 1980. Published in Papago and English editions. This "Right Now Reader" is designed to teach children reading skills in both languages. Pictures of ten teachers engaged in various activities. A brief caption explains what the teacher is doing.

E O'Odham Ha-Jewedga Cecksan. Albert Alvarez, Donavon Morrow; 1979. Native language, O'Odham, only. Pictures and descriptions of Narrow Strip, Roughly Sheared, Bitter Field, Black Mountain, Baboquivari, Sells, Owl Hoot, Big Pond, Bison Head, San Lucy and San Xavier. Map of Papago Reservation is included.

E O'Odham Himdag (Papago Traditions). Language: English. About 15 of the most important Papago traditions. Study/discussion questions separate from booklet. 24 pages.

P — O'Odham Kaidag. Albert Alvarez, Terry Enos and Dugan Morrow; 1978. This alphabet book provides pictures of objects whose names begin with the letter, gives the Odham letter and the O'Odham word for the letter.

E — O'Odham Ki:him (The Papago Village). Language: English. Text, illustrations and photographs explore the village as a social-political phenomenon. Brief case studies of three villages with different histories and different growth patterns included. Study/discussion questions separate from booklet. 20 pages.

P — O'Odham Ki:Ki (Papago House). Written in Papago. A booklet of ten photographs and ten descriptive captions in extra large type. Subject is a Papago extended family engaged in everyday at-home activities. Study/discussion questions separate from booklet. 20 pages.

P — Our School Helpers. Written in English. Ten full-page photographs of school support staff members engaged in their work at school. Descriptive captions of complete sentences in extra large type. Study/discussion questions separate from booklet. 20 pages.

P — A Papago Family. Written in English. Depicts and describes activities performed by all members of a typical Papago family who live in a home like those of most of the students at San Simon School. Study/discussion questions separate from booklet. 20 pages.

P-E — Papago Games. Written in English. Text and drawings describe nine Papago games and athletic activities with brief history of each and directions for playing. Study/discussion questions separate from booklet. 16 pages.

I — Papago Tribal Government. Language, English. Text, illustrations and diagrams include the Tribal Constitution and Bylaws with a foreword by the Principal/Project Director, and an introduction by the first four-year Tribal Chairman. Study/discussion questions separate from booklet. 23 pages.

I-A — Tohonno O'Odham Ha Cegtoidag c Ha'icu A:ga. 1980. Collection of poems written by authors participating in a linguistic workshop reflect many personal and cultural values and traditions. Some were first written in O'Odham, then in English; some were first written in English, then in O'Odham; some were written in only one language. Publications reflect this system. Poems are organized according to themes: mood, traditions, seasons, nature. Included are pictures of the poets and a short biographical sketch of each one.

E — We: Wa'akk A'al. 1980. Native language only.

An additional 43 K-3 level and 27 elementary level books were not available for review. Brochure giving complete listing available from source.

Saskatchewan Indian Cultural College
Curriculum Department
Federation of Saskatchewan Indians
Box 3085
Saskatchewan, Canada S7K 3S9

E-S Assiniboine Legends. Comp. by Will Nightraveller and Gerald Desnomie; illus. by Larry Okanee and Dennis Morrison. Traditional legends in this collection are expressions of a serene and happy life in days of old. The crafty Inktome appears in many of them. A number of other legends reflect Assinibcine life changed by the coming of the horse, a life in which bravery and honor played important roles. Ages 10-16.

I-S Child of Two Worlds. Pauline Inglehart; illus. by Raymond McCallum; trans. by Ernest Bonaise. This poet recalls life as lived traditionally in contrast to the reality of modern day life. Ages 12-16. 6 pages.

E-I Cree Legends: Volumes I and II. Beth Ahenskew and Sam Hardlotte; illus. by Dennis Morrison. Stories dealing with a character recurring in Cree lore, Wesakechak, who had power to change into any form at any time. Through some of the stories, we learn how animals, birds, and plants came to have their present color and form. Ages 8-14. 42 pages.

I Dene Arts and Crafts. Margaret Reynolds; illus. by Sarain Stump. An instructional book on the way the Dene people made traditional handicrafts. A combination of old and new materials is suggested in making the crafts. All ages. 72 pages.

I-A The Dene Language Book. Margaret Reynolds. The Dene (Chipewyan) language is the third hardest language in the world to speak and understand. It has 39 consonants and 116 vowel sounds. The language is gutteral, nasalized with tongue tip trills. A tape to accompany the book is available. 42 pages.

E-I Dene Stories. Margaret Reynolds; illus. by Dennis Morrison. As with many other legends, these depict a time when men and animals could communicate with one another. Two scheming characters, Crowhead and Spreadwings, especially typify the vitality of the Dene culture with their humorous and mysterious adventures. Ages 8-14. 81 pages.

I-A Enewuk, Saskatchewan Indian Elders, Book II. Photos by Robert L. Troff. "Enewuk" is a Cree word meaning "all tribes." This 2nd edition focuses on the elders of southern Saskatchewan. If the special rights possessed by treaty Indians within confederation are to be maintained, the elders must be looked upon as a national treasure of the Indian people, a human foundation and reservoir of what remains of their culture. It is only through carefully listen-

ing to the elders and abiding by their wisdom that the continuance of a living Indian presence in Canada will be possible. All ages. 58 pages.

P-E — The Fur Coat. Rosa Whitstone; illus. by Dennis Morrison; trans. by Ernest Bonaise. A story about two young Cree boys. Even though the boys are close friends, a tragic event will separate them in this world. Ages 6-12. 15 pages.

P-E — The Great Eagle Dancer. Glenda Bird; illus. by Dennis Morrison; trans. by Ernest Bonaise. The Great Eagle Dancer was the Medicine Man of the tribe. He was with his people to guide and help in every way until the next Eagle Dancer took his place. Ages 6-12. 14 pages.

A/R — The Indian Family. Gail Bear; illus. by Ray McCallum. A curriculum guide containing strategies thoroughly modified for the teacher of Indian children. Appropriate reference and resource materials are listed for each unit. Teachers may select topics relevant to both composition and geographical location of their class. A teacher in a northern school with predominantly Dene pupils may select topics and strategies different from his counterpart in the south with Cree, Saulteaux, Dakota, or Assiniboine children in the classroom. 34 pages.

P-E — John Goes Hunting, A Dene Story and Language Lessons. A ten-year-old boy proves himself to be a proficient hunter. With his bow and arrow he inflicts the death-blow to a moose wounded by his father. Story is told in Dene and English. A tape to accompany the book is available. Ages 8-12. 51 pages.

E — Kataayuk, Saskatchewan Indian Elders, Book I. Photos by Robert L. Troff. A collection of 38 half-tone portraits of Indian elders from reserves in northwest Saskatchewan. English text with accompanying Cree syllabics appears alongside the photographs. Published to help commemorate the 100th anniversary of the signing of Treaty Six. Photographs and text together constitute a sensitive and provocative insight into the lives of Cree Indians whose experiences span the last 100 years of the prairie west. All ages. 80 pages.

P-E — Ki-Ihkin Coloring Book. Gail Bear; illus. by Ray McCallum. A coloring book with a difference. The past life style of the Plains Cree is depicted with simple pictures with an explanation of events or happenings that occurred seasonally. Ages 6-12. 54 pages.

A/R — Learning About the Indian Reserve. Gail Bear; illus. by Sarain Stump. A curriculum guide which strengthens provincial curriculum by giving it a particular focus. Suggestions have been added to each unit, "Learning About Communities," on what might be taught about the community most familiar to Indian children, the reserve. Second section contains information about all reserves and bands in the province. It is classified to provide easy access by the teacher to the locations of and activities in the Indian communities of Saskatchewan. 44 pages.

I — The Legend of Big Bear, Little Bear and the Stars. Judy Bear; illus. by Larry Okanee; trans. by Ernest Bonaise. Legend of the formation of the "Little Dipper" and the "Big Dipper" comes alive in this story of how Little Bear seeks the mystery of why there are two moons and no stars in the sky. 31 pages.

P-S — Nehiyan Matawena, Games of the Plains Cree. Pat Atimoyoo; illus. by Ray McCallum. Tells how games filled an important role in educating the young by cultivating life skills together with their physical and social development. Also included are instructions on how games are played, along with equipment needed. Ages 6-16. 32 pages.

A/R — Our Children Are Waiting, Volumes I and II. A study of federal and band operated reserve schools in Saskatchewan. Volume I has 134 pages; Volume II has 627 pages.

P-E — Our Four Seasons. Glenda Bird; illus. by Larry Okanee; trans. by Ernest Bonaise. "Long ago there was only one season. It was fall; no new leaves ever grew, no new grass. Everything just always stayed brown. All the people slowly got used to it." This is the legend of how we have come to have four seasons in a year. Ages 6-12. 10 pages.

I-S — Remembering Will Have to Do. Louise Moine; illus. by Ray McCallum; trans. by Ernest Bonaise. As a descendant of Indian, French and Scots ancestry, Louise Moine's life was more or less guided by a mixture of these nationalities. This biography tells of her life in the valley of Lac Pelletier, Sasketchewan. "Since my parents were both Metis, it was only natural that my Indian blood predominated. Our first language was a mixture of Cree and French. We followed in the footsteps of our ancestors, adopting whichever ways and customs suited our way of life." Biographical account. 58 pages.

P-E — Saulteaux Legends. Linda Pelly; illus. by Ray McCallum and Larry Okanee. Each language group has its own legends which have been handed down from generation-to-generation through the oral tradition. A similarity exists among most legends although the language, the name of the spirit and some events may differ. For example, Wesakechak of the Cree, tricked the birds into dancing with their eyes closed while he killed them. So did Inktome of the Nakota (Assiniboine) and Nanabush of the Salteaux. Nanabush is depicted in a series: Nanabush and the Ducks; Nanabush and the Geese; Nanabush and the Muskrat; Nanabush and Bullrushes. Ages 6-12.

I — Survival. George Johns; illus. by Larry Okanee; trans. by Ernest Bonaise. Story represents a remarkable achievement in survival. Told in the traditional way from generation-to-generation. It is now necessary to write in English and Cree so that future generations may read of the "Legend of Qu' Appelle."

E — Treaty Six--For As Long As the Sun Shines, The Grass Grows, and The Rivers Flow. . . . An outline of events which led to the signing of treaties between Canadian Indian leaders and the Canadian Government

on behalf of the British Crown. In particular, the focus is on Treaty Six. Background information and the recommended resource material will help a teacher prepare to teach an understanding of the treaties. This is an added resource book to the provincial Indian curriculum in social studies. Grades 4 and up. 38 pages.

P-E What Is It Like to Be An Indian? Nellie Sokwaypnace; illus. by Dennis Morrison; trans. by Ernest Bonaise. Nellie is raised in the traditional way on a reserve called Little Pine in Saskatchewan. She tells of life with her grandparents with many happy experiences. Ages 6-12. 11 pages.

E-A The World of Wetiko--Tales From the Woodland Cree. Marie Merasty; illus. by Sarain Stump. A blend of fact and legend, this collection explores the nature of two kinds of beings: Wetiko and guardian spirits. All the stories, originally told in Cree, are carefully rendered into English by the teller's grandson to retain as much of their cultural integrity as possible. Numerous illustrations and an appended research supplement make this book both attractive and useful. Ages 10-adult. 43 pages.

Sky City Community School Bilingual Project
P.O. Box 97
San Fidel, N. Mex. 87049

E Aak'um'e Íyatra. Written and illus. by Gus Keene, Jr. The story of a young Acoma boy and his family. Written in Keresan for the Acoma bilingual (Keres/English) project.

E Baûisdâan'i. Written and illus. by M. Sarracino. Written in Keresan, this is the story of how the Acoma women bake bread. Each step of the preparation is described as is the firing of the traditional oven and the baking of the loaves of bread.

P Chám'e E Gáráwashi. Written and illus. by Mildren Sarracino. Written in Keresan for use in the bilingual (Keres/English) program at Acoma Pueblo.

E Dyâiyani. Presents photographs with Keresan descriptions of activities of school children on field trip. 8 pages.

P Dyáni. Shirley Histia; illus. by Larry Leno. Story of a fawn, written in Keresan.

P Dzígûisadâ'atishl. Written and illus. by Mildren Sarracino. A book of verb themes which indicate the conjugation of first, second and third person verbs in Keresan.

P Dz1isruk' uiɑzé Ubéwî Siw'ɑat'ɑanikuya. 1976. Shows pictures of young Acoma boy tasting different foods. Keresan descriptions below pictures. 8 pages.

P Hámà Gu'wa Áak'u Srkam'iishi. Written and illus. by M. Sarracino. The story of an Acoma family and activities of each member. Written in Keresan.

P Naya. Written and illus. by Rachel James. Written in Keresan for use in the bilingual (Keres/English) program at Acoma Pueblo.

P The Officers Feast. Illus. by Maurus Chino. Written in Keresan for use in the bilingual (Keres/English) program. First grade reader.

E-I Pueblo Governor's Canes. Cyrus J. Chino, comp. Written in English, this booklet describes the Spanish canes (1620) and Lincoln canes (1863) that were given to each Pueblo as a symbol of the office and authority of each pueblo's governor. The historical background is given dating from 1598 and a description of the ebony with silver head canes is made and the occasions for their presentations. The canes, the symbol of authority, are greatly respected and cared for in each pueblo and each pueblo still has its original canes. The information presented has been thoroughly researched and a list of reference sources is included. 8 pages.

E Sh'ame Daaw'aatra. 1981. There are games, puzzles, riddles, jokes and an Acoma-English vocabulary in "The Sky City Community School Bilingual Gazette," which is a monthly publication. Activities are described and examples of students' works are included. A field trip to old Acoma is described.

I What's Happening. Gus Keene, Jr. and Michael Hailstorn; 1978. Humorous description of contemporary Acoma teenager trying to perform a chore his grandfather asked him to do. Because he doesn't understand his Native language, he keeps doing wrong ones. Humorous twist at end. 20 pages.

Rubie Sooktis
Box 284
Lame Deer, Mont. 59043

S-A The Cheyenne Journey. Rubie Sooktis; 1976. Rubie Sooktis states that the "Cheyenne journey is a journey of becoming." The four special gifts: individual life, family life, prayer life and tribal life that each Cheyenne person is born with allow each one to grow in understanding and respect for values and way of life. This text is an attempt to reinforce through statement traditional cultural values and teachings. A recognition of the changing world and a

realization that the Cheyenne must adapt to an alien culture yet learn to retain and keep alive the Cheyenne way. The Cheyenne journey described begins with the naming of the child. The childhood years (0-12) are explained with what children are expected to learn and how they are expected to grow culturally. Ages 13-28 are the Age of Exploring and this stage of development is filled with tribal practices and attitudes to be learned. The Age to Do (29-65) is a time to exercise responsibility as an individual family member and a tribal member. The Age of Wisdom, when one is keeper of the way, an elder, follows. A number of graphs and diagrams illustrate relationships and much Cheyenne cultural information is included. 36 pages.

South Dakota Department of Education
Indian Ethnic Heritage Curriculum Development Project
State Capital Building
Pierre, S. Dak. 57501

E-I Government of the Indian People. Sister Charles Palm, illus.; Reuben DuMarce, Josie White Eagle, coord.; 1974-75. This unit of the Indian Ethnic Heritage Curriculum Project contains seven lessons organized around historical periods. One section is devoted to each: The Great Confederacies, Treaty Period 1789-1871, Reservation Period 1871-1887, Allotment Period 1887-1934, Reorganization Period 1934-1953, Termination Period 1953-1970, Self Determination Period 1970-Present. Objectives are described, methods are suggested and resources are listed. There are activity sheets for students to complete and appropriate field trips are suggested. Designed for elementary or junior high students.

E-I Indian Memories. Comp. by Mona Bublitz. This is a collection of stories told by tribal elders. A cassette tape of the stories in both English and Lakota accompanies the booklet.

I The Indians Speak for Themselves. Alan J. Allery, Josie White Eagle, coord.; Gilbert Agneauk, illus.; 1974. This unit of the Indian Ethnic Heritage Curriculum Project includes teacher's guides for ten lessons for intermediate level students. Suggestions for a number of activities are included. There are selections of modern Indian poetry organized around themes. Excerpts from famous orations provide a basis for activities and discussions.

E-I Learning of the Indian People. Josie White Eagle, coord.; Sister Charles Palm, illus.; Reuben DuMarce, Elijah Blackthunder and Mary Gottsleben, consultants; 1974. This unit of the Ethnic Heritage Curriculum Project is about the education of Indian people. It begins with the informal education of pre-reservation days, covers the education of Indian children in the first reservation schools

and includes the present educational system. It also includes contributions Indian people have made to education. There are seven lessons, some of which take more than one day. Each lesson contains four activities. Objectives are listed and when met an evaluation takes place. Designed for elementary or junior high students.

I Quiet. Mona Bublitz; 1974-75. There are six lessons in this unit of the Ethnic Heritage Curriculum Project. The lessons explain different aspects of "quiet" or silence. Resources and exercises are included. Photographs illustrate the lessons. The values of quietness are taught. Various ways of communicating are explained. Designed for intermediate students.

E Science--An Indian Perspective: Ten Modules for Learning. Alan J. Allery, Mona Bublitz, Sister Charles Palm, Josie White Eagle, coord.; 1974-75. This unit of the Ethnic Heritage Curriculum Project illustrates ways that Indian studies can be incorporated into the regular science curricula. The activities, through games and puzzles, develop the students' abilities to describe colors, textures, sizes, shapes, smells, and sounds. The modules provide ways to increase the students powers of observation, description, and discrimination. There are ten modules which may be used in sequence or separately for elementary age children.

I Social Life of the Indian People. Sister Charles Palm; illus. by Richard Owen; coord. by Josie White Eagle; 1974-75. There are eight lessons in this unit of the Ethnic Heritage Curriculum Project which explain the social life of Indian people. They are: The Indian Way of Gaining Importance Among the People, The Indian Way of Acquiring Honor, The Indian Way of Strengthening Courage, The Indian Way of Leadership, Expression of Life in Dancing, Expression of Life in Song, Expression of Life in Art, and Expression of Life in the Out of Doors. Objectives are explained for each lesson and methods to accomplish the objectives are described. Student activities sheets are included. Designed for intermediate students.

State University College
Migrant Heritage Studies Project
Geneseo Migrant Center
Geneseo, N.Y. 14454

E It's Catching. Philip Cape, Principal, and the Children of Rapid Lake Reserve School. Booklet with a series of photographs with captions. A question is asked about each subject: "Who caught this ___?" Next picture shows the animal with the person responsible for catching it and replies to the previous question, "___ caught it." Includes an owl caught by older children, a chipmunk caught by younger children, a moose shot by a teenage boy and a school bus caught by a teenage girl.

E — Migrant Heritage Studies Kit: Teacher's Guide. Gloria Mattera, Marjorie Lewis, Frances Lipson; 1977. Provides information and suggested activities for teachers working with children of migrant workers. The section on Algonquin Indians who live in Canada but migrate to New York state to work on mink and chicken farms describes some of their traditions and values. Traditional artifacts were photographed and there are cards which explain their uses. Included are traditional stories, a slide/tape presentation describing changes on the reservation, language cards to teach French and Algonquin words, a booklet written by children at Rapid Lake Indian School, several photographic exhibits and an article by an employer who has worked with Algonquin Indians for 29 years.

P-E — The Moose Is Dead. Philip Cape, Principal, and the Children of Rapid Lake Reservation School; 1977. A series of captioned photographs which tell a story. A moose has been hit by a car and is dead. Indian women butcher the meat and divide it among the families. Pictures show how the butchering is done, which parts will be used for food, and how the hide can be used.

Sister Catherine Tekokwitha
Fort Albany Ontario
via Moosonee, Canada P0L 1H0

P-E — Two books, K-3 level, were not available for review; four volumes, elementary level, were not available for review. Brochure giving complete listing available from source.

Tenkiller Public Schools
Welling, Okla. 74471

E-I — Getting Ready to Learn About Consumerism. Fount Holland, Wathene Young, Janet Spencer; artists, Jerry Choate and Larry Daylight; 1980. Volume I is one of five units on consumerism developed for students in grades 4-6 attending rural schools in northeastern Oklahoma. This curriculum was developed to meet specific needs of Cherokee students after a needs assessment of Cherokee people was made. However, the materials are appropriate for any upper elementary school children. A slide presentation accompanies the teaching units; it is meant to be shown before the lessons are taught. This introductory unit consists of four teaching lessons, each of which requires 10 to 40 minutes teaching time. Each lesson contains lesson objectives, content for the teacher, suggested teaching activities, content for the students, and related materials.

E Learning About Consumer Management. Dr. Fount Holland, Janet Spencer, Wathene Young; artists, Jerry Choate, Larry Daylight; 1980. It is suggested that the first few lessons be taught to fourth graders, next few to fifth graders, and the last in the unit to sixth graders. Several activities are included in each lesson. Purpose of unit is to teach values and processes of consumer planning. Information is given about the importance of various kinds of planning and the historical uses of plans. A poem "The Hunters Are Home" by Janet Spencer, is included. It illustrates necessity for use of familiar plans in order to make lives run smoothly.

I Learning About Money. Fount Holland, Janet Spencer, Wathene Young; artists, Jerry Choate and Larry Daylight; 1980. This is unit four of a curriculum on consumerism, dealing with money. Intention is to help students understand the nature and essence of money: what money is and why we have it in the present form. Students are taught the historical development of money and its three basic functions. They are also taught the three most common forms of money used today. The student-materials packet has drawings of various kinds of money from other countries and cultures. Teaching stories are included and there are sample checks to enable students to learn how they are filled out and used.

I Learning About Wants and Needs. Fount Holland, Janet Spencer, Wathene Young; artists, Jerry Choate and Larry Daylight. This is unit two of a curriculum on consumerism. A series of teaching lessons intended to help students improve attitudes and skills related to wants and needs in order to have a better understanding for making consumer decisions. Students are taught the seven primary consumer needs and also about secondary needs. They learn the difference between primary and secondary needs. Education is explained as a consumer need and both formal and informal education needs are discussed. The students are taught about federal, state, city, and tribal governments and the services they provide for consumers. Numerous examples are given to make clear the concepts. The activities are varied and include things to make, things to do, questions to answer, and roles to play.

I Learning About Work. Fount Holland, Janet Spencer, Wathene Young; artists, Jerry Choate and Larry Daylight. Work is defined as a physical or mental activity that results in an accomplishment or a product. Students are taught that all living things work but only man has the ability to choose his work, which may be either constructive or destructive. All living things, including man, are consumers of work. The purpose of this unit is to teach positive attitudes about work. A variety of activities is suggested and teachers are encouraged to select the ones most appropriate for the age levels they teach. Four stories which illustrate the value of work are included.

Touching Leaves Indian Crafts
Nora Thompson Dean
927 Portland
Dewey, Okla. 74029

E — Lenape Language Lessons: Lessons One and Two. Nora Thompson Dean; 1978. The number of Lenape (Delaware) language speakers has dwindled to less than two dozen. Each lesson is 15 minutes in length and is presented on one cassette tape of professional quality, accompanied by booklet which lists every word covered, gives points of grammar and spelling, and has English-Lenape and Lenape-English vocabularies. Lesson One consists of a drill on the sounds of Lenape through use of vocabulary, followed by a section on Lenape greetings. Lesson Two covers common phrases, weather expressions, kinship terms, and numbers in Lenape. A vocabulary of about 250 words is presented. For grades 4 and up.

U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402

E-S — Come Closer Around the Fire: Using Tribal Legends, Myths, and Stories in Preventing Drug Abuse. Jane Danielson, Al EchoHawk, Ramon Gonyea, John Tiger, Clyde Pasqual, contributors/editors, in conjunction with National Institute on Drug Abuse, Division of Resource Development, U.S. Department of Health and Human Services; 1978. A collection of tribal stories compiled for their value in drug abuse prevention programs. These myths and legends were especially chosen since they speak to values and alternative methods to drug use. Utilizes an inter-tribal approach. 32 pages. Stock no. 017-024-00821-4.

E — Growing Up and Feeling Powerful as an American Indian. Velma Garcia Mason and George Baker; consultants, Wanda Frogg, Dave Vallo; in conjunction with National Institute on Drug Abuse, Division of Resource Development, U.S. Department of Health and Human Services; 1978. Recommended for use as a classroom and library resource for elementary students grades four through six. Based on the premise that through recognition and respect for American Indian cultural values and belief systems, primary drug abuse prevention among Indian youth can be effective. Stock no. 017-24-00827-3.

University of Alaska
Alaska Native Language Center
Fairbanks, Alaska 99701

S-A Aahahaaŋaaq. L. Norton and H. Schnare; 1974. Traditional story. Native language only: Kobuk dialect of Inupiaq. Advanced, for competent speakers of the language with a knowledge of the writing system.

S-A Aŋulhuyuk. H. Nashaknik and J. Nageak; 1973. Traditional story. Advanced Inupiaq (North Slope Barrow dialect only).

E-I Aġnaġiinniqpik? (Am I Beautiful?). H. Strong; ed. by Kobuk Bilingual Staff; 1976. Traditional story in Inupiaq (Kobuk dialect) language. Native language only/intermediate, for readers, especially school children, with some grasp of the language.

P-E Alaska Peninsula Alutiiq Workbook. M. Christiansen, Doris Lind, T. Phillips, R. Phillips, M. Sam; ed. by J. Leer; 1977. Alphabet, songs, dialogs with programmed vocabulary. Language is Alutiiq (Sugpiaq). Includes English translations.

E Aleut Traditions I. Trans. by K. Bergsland and M. Dirks; 1977. Traditional legends and history transcribed by W. Jochel'son from Aleut storytellers in 1906. Language is Aleut with facing page English translation. 140 pages.

A Ataatalugiik. Nageak, Demientieff, MacLean; 1975. Traditional story. Native language only. Advanced, for competent speakers of the language with knowledge of the writing system. Inupiaq (North Slope, Barrow, dialect).

A/R Athabaskan Verb Theme Categories: Ahtna. James Kari; 1979. 230 pages.

P Atightughyuggaaghusit (First Reader). L. Badten; 1974. Native language only: Siberian Yupik (St. Lawrence Island).

P Atightumun Liitusit (The First Letters). V. Kaneshiro; 1977. Workbook for teaching the most common letters and spelling rules. Native language only: Siberian Yupik (St. Lawrence Island). Accompanying Teacher's Guide also available.

P Atightumun Liitusit II (The First Letters II). Vera Oovi Kaneshiro. Continuation of introduction to alphabet, workbook-style. Native language only: Siberian Yupik (St. Lawrence Island). Accompanying Teacher's Guide also available.

P Atightumun Liitusit III (The First Letters III). V.O. Kaneshiro. Final workbook for teaching alphabet. Language: Siberian Yupik (St. Lawrence Island).

P — Atightuusim Aallghi (Another Reader). L. Badten; 1974. Native language only: Siberian Yupik (St. Lawrence Island).

S-A — Avaqqanam Quliaqtuaqtanik. Ahvakana; 1975. Native language only. Advanced, for competent speakers of language with knowledge of the writing system. Two traditional stories.

P-E — Avilaitqatigiik (The Two Friends). Edna MacLean; 1974. Children's story, programmed vocabulary. Native language only, for beginning readers of the language, Inupiaq dialect.

S-A — Ayumiim Ungipaghaatangi (Stories of Long Ago) Book, II, III and IV. Ed. by V. Kaneshiro; 1974, 1975, 1976. Traditional stories. Native language only: Siberian Yupik (St. Lawrence Island). Advanced, for competent speakers of language with knowledge of writing system.

S-A — Ch'enlahi Sukdu (Gambling Story). P. Kalifornsky; 1974. Traditional story. Language: Tanaina Athabaskan (Cook Inlet area). English translation included; advanced, for competent speakers with knowledge of writing system.

I-A — Chief Henry Yugh Noholnigee (The Stories Chief Henry Told). Ed. and trans. by Eliza Jones; 1979. Autobiographical narrative with facing page phrase-by-phrase English translation, advanced level. Language: Koyukon Athabaskan (Yukon and Koyukuk Rivers). 105 pages.

E-A/R — A Conversational Dictionary of Kodiak Alutiiq. J. Leer; 1978. Introduction on use of dictionary, writing system; ca. 1600 entries alphabetical by English. Designed for general and school use. Alutiiq (Suspiaq). 119 pages.

S-A — Dats'en Lo K'eytth'ok Tr'eghonh (This is the Way We Make Our Baskets). D. and M. Titus and D. Niedermeyer; 1980. Photos and text documenting birch bark basket making. Language: Minto Tanana Athabaskan. Advanced level. 28 pages.

A — Deenaadai' Gwich'in Gwandak I (Stories of Long Ago I). Ed. by K. Peter; 1976. Traditional stories. Language: Gwich'in (Kutchin) Athabaskan (Ft. Yukon area); Native language only.

I — Deenaadai' Gwich'in Oozhri' (Old Time Gwich'in Names). K. Peter; 1978. Personal names of Gwich'in people with their English meanings and the stories behind some of them. Language: Gwich'in (Kutchin) Athabaskan (Ft. Yukon area).

E-A/R — Deg Xinag: Ingalik Noun Dictionary. James Kari. Preliminary; English-to-Ingalik. 2500 entries; 101 pages. Language: Ingalik or Deg Hit'an Athabaskan (Holy Cross, Shageluk area).

S-A/R — Dena'ina Noun Dictionary. James Kari; 1977. Covers all dialects comprehensively. Four-thousand entries, English-to-Tanaina, with Tanaina index. Introduction on sounds, writing system, dialects. Language: Tanaina Athabaskan (Cook Inlet area). 355 pages.

I-A Dena'ina Sukdu'a Volumes 1, 2, 3 (4 out of print). Ed. by J. Tenenbaum; 1976. Traditional stories from Nondalton. Language: Tanaina Athabaskan (Cook Inlet area). English translation included; includes interlinear word-by-word English translation.

I-A Diqelas Tukda (The Story of a Tanaina Chief). Shem Pete; 1977. This story in the Tanaina Athapascan language (Susitna dialect) is about a Tanaina Chief and tells about Tanaina life in the 19th century. An interlinear English translation is included, as well as a Free English translation. 37 pages.

E Dotson' Sa Taaleebaay Laatlghan (Raven Killed the Whale). M. Solomon and E. Jones; 1976. Traditional story in the Koyukon Athabaskan (Yukon and Kokukuk Rivers) language. Includes English translation.

I-S Gineerinlyaa (Poems). K. Peter; 1974. Language: Gwich'in (Kutchin) Athabaskan (Ft. Yukon area). Native language only.

E-A/R A Grammatical Sketch of Siberian Yupik Eskimo As Spoken on St. Lawrence Island. Second edition. Language is Siberian Yupik (St. Lawrence Island). Introduction (in English) to SLI grammar and morphology. Minor corrections and revisions from 1977 (first ed.). 95 pages.

P-E Gwich'in ABC Dehtly'aa (Gwich'in ABC Book). K. Peter; 1974. Letters of alphabet with example words and pictures.

I-S Gwich'in Gwitr'it Dehtly'aa (Gwich'in Workbook). K. Peter; 1975. Reading selections and questions. Native language only.

E-I/R Haida Dictionary. E. Lawrence and J. Leer; 1977. A 150-page grammatical introduction by Leer; ca. 2700 Haida-to-English entries with example sentences; English-to-Haida index 464 pages.

E-I/R Holikachuk Noun Dictionary. James Kari; 1978. Preliminary noun dictionary; 1500 entries with short introduction. Language: Holikachuk Athabaskan (Grayling area).

E !qiasuaq Avinnaq (The Lazy Mouse). Andrew Chikoyak; 1973. Native language only, intermediate, for readers, especially school children, with some grasp of the language. Inupiaq (North Slope, Barrow, dialect).

P Kiiluuq. S. Orr; 1975. Children's story. Native language only, primary, Siberian Yupik (St. Lawrence Island).

S-A Ko'ehdan. H. Williams and M. Gabriel. Traditional adventure story in Gwich'in (Kutchin) and Athabaskan (Ft. Yukon area). Native language only; advanced level.

E K'ooltsaah Ts'in' (Koyukon Riddles). Chief Henry and E. Jones. Cards in envelope holder with riddles, answers on reverse and translations in English. Language: Koyukon Athabaskan (Yukon and Koyukuk Rivers).

P Lataput (Our Letters). V. Kaneshiro; 1973. Introduction Siberian Yupik alphabet.

S-A Malġuk Quliaqtuak: Aahaalliglu Piayaanillu, Aniqpatuaq Avinnaq. Edna Maclean; 1974. Two traditional stories. Native language only. For competent speakers of language with knowledge of the writing system. Inupiaq (North Slope, Barrow, dialect).

S-A Nats'ats'a Ch'adhah Ahkhii (How I Tan Hides). K. Peter; 1980. With photos and English translation on each page. (Fort Yukon Athabaskan.)

I-A Nay'nadeligha I'ghaan Dghat'aenden (The War at Nay'nadeli). H. Peters and J. Kari; 1977. The story of a battle and its aftermath. Includes interlinear word-by-word English translation. Language: Athna Athabaskan (Copper River area).

S-A Ndal Sukdu/Gheldzay Sukdu (Crane Story, Moon Story). K. Nicolie; 1977. Traditional stories. Includes interlinear word-by-word English translation. Advanced level; Native language: Tanaina Athabaskan (Cook Inlet area).

S-A Niiġuġis Makaχtazaqangis. Trans. by Knut Bergsland. Atkan historical traditions told by Cedor Snigaroff. The language is Aleut. Includes English interlinear translation. Advanced level. 114 pages.

I-S Olti' Daga'at Dik Haa (Olti' and His Wife Dik). K. Peter; 1975. Reader about traditional life. Native language only. (Fort Yukon area.)

I-A Otayahuk Ungazimi (Otayahuk in Ungaziq). J. Otayahuk and V. Kaneshiro; 1973. Account of a visit to Siberia. Native language only; advanced level; Siberian Yupik (St. Lawrence Island).

A Pangeghtellghet (Visits to Siberia). Ed. by V. Kaneshiro; 1976. Islanders tell of their visits to their relatives in Siberia. Native language only: Siberian Yupik (St. Lawrence Island).

P Pingayut Kaviighhaat (The Three Little Foxes). V. Kaneshiro; 1973. Children's story, programmed vocabulary. Language: Siberian Yupik (St. Lawrence Island). Includes English translation.

E-I Pitruuk Iqsaguartartuq (Pitruuk Goes Fishing). D. Lind; 1977. Children's story. Native language only: Alutiiq (Sugpiaq); intermediate level.

P Piyaataalghiit (Going for a Walk). V. Kaneshiro; 1975. Children's story, programmed vocabulary. Language: Siberian Yupik (St. Lawrence); English translation included.

E-A/R Proto-Athabaskan Verb Stem Variation, Part One: Phonology. J. Leer; 1979. 100 pages.

E Qanuq Kaynuqtauq Kaviqirvaq (How the Fox Turned Red). Martha Teeluk; 1973. Children's story in Kobuk Inupiaq language. Traditional tale told in Alaska Yupik speaking areas. Short introduction in English. 28 pages.

S-A Qanuq Niġisunnam Uumikkutiruat Tlauraġiiksilhat (How Hunger Made Enemies Into Friends). E.I. Brown. Native language only; advanced. Inupiaq (Unalakleet, Malimiut, dialect). Traditional historical account.

S-A Qateperewaaghmeng Aatkqelghii Yuuk (The Man Dressed in White). G. Slwooko; 1977. Traditional story in the Native language only; advanced level. Language: Siberian Yupik (St. Lawrence Island).

E-I Sagganigaay Tuu Baaghe Nakezkaen (Raven Sailed Around the Edge of the Ocean). M. Buck; 1975. Includes interlinear word-by-word English translation. Intermediate level. Ahtna Athabaskan (Copper River area). Traditional Raven story.

I-S Sapir John Haa Googwandak. Retranscribed by Katherine Peter; 1974-76. Six stories told by John Fredson to Edward Sapir in 1923; retranscribed with English translations. Language: Gwich'in (Kutchin) Athabaskan (Ft. Yukon area).

P Savaaksrat I (Workbook I). Edna Maclean; 1974. Literacy workbook for primary students. Native language only. For beginning readers of the Inupiaq language.

I-S Shahnyaati' Tr'iinin Nilii Dai' (When Shahnyaati' Was A Child). K. Peter; 1976. Reader about traditional life. Language: Gwich'in (Kutchin) Athabaskan (Ft. Yukon area). English translation included. Intermediate level.

P-E Shih Doo Daazhyaa (Four Food Groups). K. Peter. About nutrition. Language: Gwich'in (Kutchin) Athabaskan (Ft. Yukon area). English translation included.

I-S Silam Irrusia (Weather Conditions). E.I. Brown; 1976. Native language only; intermediate. Inupiaq (Unalakleet, Malimiut, dialect). Traditional beliefs about weather, stars, etc. in story form.

I Sisamat Annutit Unipchaat Kuuvanmin (Kobuk Animal Stories). E. Jackson; ed. by Kobuk Bilingual Staff; 1976. Traditional stories. Language: Inupiaq (Kobuk dialect). Native language only; intermediate.

S-A Sivuqam Neghyugnallghan Yataaghqellghan Igii (St. Lawrence Island Delicacy Recipe Book). E. Oozevaseuk and E. Apatiki; 1973. How to make special foods of St. Lawrence Island. Native language only, advanced level, Siberian Yupik (St. Lawrence Island).

S-A Sivuqam Ungipamsugi (True Stories of St. Lawrence Island). Ed. by V. Kaneshiro; 1978. Historical accounts by Islanders. Language: Siberian Yupik (St. Lawrence Island). Native language only.

I-A Stories For My Grandchildren. Gaither Paul; ed. by Ron Scollon; 1980. Five traditional stories with facing page phrase-by-phrase translation in English. Language: Tanacross Athabaskan. 28 pages.

I-A Susitnu Htsukdu'a (Susitna Story). S. Pete; 1974. How a shaman predicted the fate of Susitna Village. Language: Tanaina Athabaskan (Cook Inlet area). English translation included.

P-E Suvali Una? (And What is This One Doing?). Edna MacLean; 1977. Reader to follow Suva Una? Includes English translation. For beginning readers of Inupiaq language (North Slope, Barrow, dialect).

P Suva Una? (What is it Doing?). Edna MacLean; revised 1976. Beginning reader, programmed vocabulary. Native language only. For beginning readers of the Inupiaq language.

P Taiguaqta (I Can Read). Edna MacLean; 1978. Beginning reading exercises for first or second language primary classes. Includes English translation. For beginning readers of the Inupiaq language.

R Teacher's Guide for Atightumun Liitusit. V. Kaneshiro; 1977. Instructions for teaching beginning writing and spelling. Language: Siberian Yupik (St. Lawrence Island); in English.

R Teacher's Guide for Atightumun Liitusit II. Vera Oovi Kaneshiro. Instructions (in English) for Atightumun Liitusit II. Language: Siberian Yupik (St. Lawrence Island).

P Teketaatenkuk Kinunkuk (Teketaat and Kinu). V. Kaneshiro; 1975. Children's story, programmed vocabulary. Language: Siberian Yupik (St. Lawrence Island); English translation included.

S-A Three Stories. K. Peter; 1975. Traditional stories. Language: Gwich'in (Kutchin) Athabaskan (Ft. Yukon area). Native language only.

E-I Tinmiuraġlu, Tulugaġlu, Kayuqtuġluli (Bird, Raven, and Fox). H. Strong; ed. by Kobuk Bilingual Staff; 1976. Traditional story written in Inupiaq (Kobuk dialect) language. Native language only, intermediate, for readers, especially school children, with some grasp of the language.

S-A/R Tlingit Verb Dictionary. C. Naish and G. Story; 1974. Good coverage of verb lexicon, copious examples, sections on grammar and learning Tlingit. Native language only.

I-A Tongass Texts. F. and E. Williams and J. Leer; 1978. Narratives of Tlingit history and folkways with facing page English translations and introduction describing archaic Tongass dialect. Written in Tlingit.

A — Tulugaġlu Aġnauraġlu (The Raven and the Girl). E. Jackson; 1975. Traditional story. Native language only, advanced, for competent speakers of language with knowledge of the writing system. Language: Inupiaq (Kobuk dialect).

P — Unkusequlghiik (Going to See the Fox Traps). V. Kaneshiro; 1974. Children's story, programmed vocabulary. Language: Siberian Yupik (St. Lawrence Island). English translation included.

P — Uqalhich (Words). Edna MacLean, Violet Pungalik, Nita Sheldon; 1976. For teaching vocabulary and counting to beginning readers. Native language only. Inupiaq (Kobuk dialect).

P-E — Vak'aandaii (Touch It). K. Peter; 1974. Beginning vocabulary. Language: Gwich'in (Kutchin) Athabaskan (Ft. Yukon area). Native language only.

S-A — Vasaagihdzak. H. Williams and M. Gabriel. Traditional hero cycle in Gwich'in (Kutchin) and Athabaskan (Ft. Yukon area). Native language only; advanced level.

A — Yup'ik Eskimo Grammar. I. Reed, O. Miyaoka, S. Jacobson, P. Afcan, M. Krauss; 1977. Definitive grammar designed as textbook for first and second year college Yup'ik, with translation exercises. Language: Central Yup'ik.

See Resource Section for additional materials.

University of Alaska
National Bilingual Materials Development Center
Rural Education
2223 Spenard Rd.
Anchorage, Alaska 99503

E — At Gutu Adi Animals. Ester Shea; illus. by Diane Crowne; Tlingit language resource person, Martha Shields. Written in Tlingit, this text describes four kinds of birds and seven kinds of land animals with appropriate drawing for each. There is a quiz with answers in English and Tlingit over each species. 15 pages.

E-I — Beginning Haida. Trans. by Lorena John, Vesta Johnson, Nat Edensa, Jeff Lear, Erma Lawrence. Instructions for activities and drills are given in English. Questions and answers are in English and Haida. Teacher uses pictures of familiar objects to teach the word for it in Haida. Numerous vocabulary drills are included. Clan names, place names, weather terms and phrases, body parts, foods, kinship terms, are memorized then used in phrases and sentences. Vocabulary drills are worked into various games and activities. 58 pages.

E — Haa Yei Jineiye Out Work. Ester Shea; illus. by Diane Crowne; Tlingit language resource person, Martha Shields. Each page has an illustration of someone at work. Under each picture are questions and answers in Tlingit about the work. English translation in back of the book. 33 pages.

E-I — Haida Stories. Robert Cogo and Nora Cogo; illus. by Carol Hutchins; 1981. Contains Haida legends, Haida beliefs, and a collection of writings by Robert and Nora Cogo. Because of their fear that the Haida language and culture were being lost, Mr. and Mrs. Cogo began writing about the culture in 1972. They wrote in both Haida, their first language, and in English. There are ten traditional stories in the legends section, three explanations in the Haida beliefs section, and the descriptions of 11 activities common to Haida people. Stories are written in English. 65 pages.

E — How to Read and Write Shoshoni: A Book of Spelling Lessons, Readings, and Glossary. W.R. Miller and Beverly Crum; 1981. Book is in three parts. There are 20 spelling lessons which teach students which letters go with which Shoshoni sounds. There are lessons for practice in reading Shoshoni and there is a glossary of Shoshoni words and their meanings.

S-A — An Introduction to the Arikara Language. Linguist, Douglas Parks; Designer of lessons, Janet Beltram; Speaker of language, Ella P. Waters; 1973. Index/glossary. English-Arikara, Arikara-English vocabulary; designed for a one-year language course. Linguistic similarities to Pawnee, Wichita, Kitsai (extinct), Caddo. Closest to Caddoan language family. This North Dakota Indian languages program was established at Mary College, North Dakota, to develop written materials for teaching languages native to North Dakota. Striking differences to English which make it difficult to learn. Structural, verb-sentence, nouns incorporated into verb with emphasis on learning patterns especially verb forms and an analysis of words within the patterns. Basic knowledge of sound system, grammar, and vocabulary. Fifty lessons/chapters and practice section for each lesson/self test. Developed from easy to more complex aspects; section of verb charts. Designed to teach how to read, write, speak Arikara. 443 pages.

E — Naa' At Clothes. Ester Shea; illus. by Diane Crowne; Tlingit language resource person, Martha Shields. Nine garments are illustrated. Text under each drawing in Tlingit. Text in English at end of the book. 11 pages.

I-S — Sivuqam Ungipaghaatangi (St. Lawrence Island Legends). Grace Slwooko; illus. by Leslie Boffa. A collection of 11 legends told in St. Lawrence Yupik and English. These are traditional stories told for both entertainment and instruction. They are primarily animal stories about animals and humans with supernatural powers. They teach moral lessons, proper attitudes and behaviors, religious faith and cultural practices. Book points out these are still valuable lessons and that people accept such lessons more readily from an entertaining story than from a lecture. 79 pages.

S-A Sivuqam Unipaghaata Ngi II (St. Lawrence Legends II). Grace Slwooko. This is the second volume of traditional Siberian legends recorded by Grace Slwooko for use in the Gambell, St. Lawrence High School, Native literature class. These stories have been preserved orally for generations and were used both to teach and to entertain. There is much of the ancient ways, the traditional life style and culture related through the stories. The stories are about supernatural events, people, and animals. The legends teach moral lessons and proper behaviors and attitudes. This volume contains 11 stories which can be used in classrooms to stimulate discussion of a variety of subjects. The legends are told in St. Lawrence Yupik followed by the English version. 116 pages.

E Tooxa' At What We Eat. Ester Shea; illus. by Diane Crowne; Tlingit language resource person, Martha Shields. Twenty illustrations of various foods native to Alaska. Questions are asked in Tlingit about each food and answers are provided. Same text in English at back of the book. 21 pages.

University of California, Los Angeles
American Indian Studies Center
3220 Campbell Hall
405 Hilgard Ave.
Los Angeles, Calif. 90024

A American Indian Treaties Publication Series No. 1, Public Law 280: State Jurisdiction Over Reservation Indians. Carole E. Goldberg; 1975. This volume deals with the complexities and legal implications of Public Law 280, as well as the effects of that law on Indian people and the relationship between federal, state and local governments and the Indian tribes. Public Law 280 provided for assumptions by states of civil and criminal jurisdiction over reservation Indians. This paper describes the Indian objections to that law, and legislative and judicial resolutions to the objections. 59 pages.

A Documentation of American Indian Music and Musicians. Charlotte Heth. Forthcoming publication.

A Kashaya Pomo Plants. Jennie Goodrich, Claudia Lawson, Vana Parrish Lawson; Pomo consultants, Signey Parrish, Essie Parrish, Susie Gomes; 1980. Cultural uses of food plants and medicinal plants. The entries include the names of and information about plants known to the Kashaya. Given are the plant's common English name, the plant's scientific name, family to which the plant belongs, general description of the plant, plant's habitat, Kashaya name and English translation, food uses of plant, medicinal uses of plant, technological uses of plant, miscellaneous information and the gathering season. Ap-

pendices include mosses, seaweeds and mushrooms. There is a glossary and five indexes which cross reference the plants. 171 pages.

A Multicultural Education and the American Indian. 1979. A collection of 14 essays by 14 scholars of American Indian education. The topics include governmental policies regarding Indian education, bilingual programs, self determination in Indian education, patterns in Indian studies programs, Indian portrayal in teaching materials, American Indian teacher education, and curriculum development, among others. 169 pages.

A Native American Pamphlet Series No. 3. Thunder-Root: Traditional and Contemporary Native American Verse. J. Ivaloo Volborth; 1978. 51 pages.

A Roots of Resistance: Land Tenure in New Mexico. Roxanne Dunbar Ortiz; 1980. A doctoral dissertation which has been revised six times as new knowledge and insights were gained. The tri-centennial commission for the 1680 all Indian Pueblo Revolt selected this book as one of the official publications of the Tri-centennial. A socio-economic interpretation of the history of northern New Mexico which focuses on land tenure patterns and changes which provides a case study of the processes of colonialism and the development of capitalism. The primary goal, however, was to shed light on the land question in northern New Mexico today. Chapters divide the study into historical periods. Conclusion is that the present land struggle is also a struggle for cultural preservation; it is a class struggle between the indigenous peoples and former Mexican citizens. An additional factor is the exploitation of these peoples and lands by huge and powerful corporations extracting minerals and other natural resources. 196 pages.

University of California, Berkeley
Woesha Cloud North
Native American Studies
3415 Dwinelle Hall
Berkeley, Calif. 94720

A Native American Expressive Arts (Exact Title Undecided). Woesha Cloud North; 1982 probable. This material is currently being completed as the result of a Ford Foundation Fellowship for 1980-81. The manuscript will concentrate on the art of the Great Lakes area tribes, especially Winnebago; Northwest Coast; and Southwest Hopi and Navajo tribes. This will be a discussion of the unique qualities of Native American expressive arts and consequent symbolism.

University of Nebraska
Nebraska Curriculum Development Center
338 Andrews Hall
Lincoln, Nebr. 68588

E-I American Indian Stories. Karen Hutt. A unit for a highly structured seventh-grade language arts curriculum based on autobiographical stories by Gertrude Bonnin, a Sioux woman at the turn of the century. Unit may also be used in similar class situations with fifth, sixth, and eighth graders.

E-I American Indian Stories. Kitkala-Sa (Gertrude Bonnin); 1976. Autobiographical stories by a Sioux woman born in the late 1800s. Originally published in 1921 and reprinted in hardbound form in 1976, reprinted by Center for Great Plains Studies for use with the Nebraska Native American Curriculum in 1980, and used with a seventh grade language arts curriculum. Also suitable for class use grades 5-8 and for general reading about Native American literature. 99 pages.

A Anthropology on the Great Plains. W. Raymond Wood and Margot Liberty, eds.; 1980. Native American tribes living on the Great Plains have long attracted the attention of European scholars, inspiring over the years a vast quantity of research. The contributors to this volume discuss and evaluate all the major works of scholarship devoted to the culture of Plains Indians, from the arrival of these peoples on the North American grasslands thousands of years ago, through their subsequent village and High Plains lifeways, to their present-day adaptation to reservation and urban life. Together, the 22 authors undertake a comprehensive survey of the state of anthropology on the Plains: what it has been, what it is not, and what it may offer theory and method in the future. 306 pages.

E-S The Book of the Omaha. Paul A. Olson and others; 1979. A new collection of Omaha poems and stories taken or translated from the great nineteenth century collections of Corsey and LaFlesche. Some additional material has been gathered from collections in the Peabody Museum and from stories gathered from older Omahas presently alive who continue the storytelling tradition. Published under a National Endowment for the Humanities grant. 100 pages.

E-S The Book of the Pawnee: Pawnee Stories for Study and Enjoyment. Ed. by Marge Critcher, Carolyn Boyum, Patti Huff and Paul Olson; 1979. Collection of 13 Pawnee Indian stories about Pawnee beliefs, hero stories, folktales, boy stories, and coyote stories. Designed for use with the materials used in the Nebraska Native American Curriculum. Appropriate for library use and general reading of Native American literature. Published under a National Endowment for the Humanities grant. 65 pages.

S-A Broken Hoops and Plains People. 1976. A set of essays and guides to ethnic cultures in the Plains, including both Nebraska and surrounding states. Useful to people working on Plains Indians, Chicanos, Blacks, Czechs, German-Russians, and Scandinavians. Jewish, Irish, Japanese, Dutch, and other cultures are also treated. Gives short cultural histories, pictures of major Plains and cultural heroes, accounts of major authors and artists and their aesthetic forms. Includes guides to ethnic resources, how to write a family history, etc. 500 pages.

I-S Crafts of the Plains Indians. Patrick Mallatt. Suitable for junior or senior high art, industrial arts, or crafts classes, or for alternative school crafts classes. Can be used over a two to six-week period or for independent study.

S Death and Dying in Plains Indian Past Cultures and in Contemporary Culture. Patrick Maloy. In preparation.

I-S The Education of the Sioux. Diana Stein. A basic social studies curriculum for grades 8-10 on the cultural history of the Lakota people.

S The 1868 Laramie Treaty. Ross Tegeler. Description of a treaty between nations of the Sioux Confederacy and the United States. A unit for a course in international relations, history, political science, or modern problems, dealing with the issues of sovereignty and treaty rights.

E-A A Few Great Stories of the Santee People. Gathered and ed. by Robert Frerichs and Paul Olson; 1979. Eleven stories, originally told by many nineteenth century Santee. Photographs add to the enjoyment and understanding of the stories, including the full-color cover of a quillwork Santee vest of the late nineteenth or early twentieth century. Designed for use with Nebraska Native American Curriculum. Those interested in Native American history, culture and storytelling would also enjoy this book. Funded by National Endowment for the Humanities. 75 pages.

A The Hoe and the Horse on the Plains: A Study of Cultural Development Among North American Indians. Preston Holder; 1974. This examination of the Native modes of life of the Plains Indians contains special reference to the effects of their contact with peoples of European origin. Many Plains Indians developed a nomadic hunting pattern, using the horse as an aid, but a few groups held to their old way of life as gardeners, resulting in their rapid decline in number. The author of this study seeks to determine why this dichotomy existed, and how cultural factors fostered stability and change. Illustrated. 176 pages.

E-I The Hollow of Echoes. Felix White, Sr. and Katherine Danker; 1978. Stories are recorded as told by Felix White, Sr., Winnebago elder. They are set in narrative frame of a grandfather telling the old tales to contemporary young people and helping them use the tales to solve contemporary problems, problems which might come up on any

reservation, or any society, for that matter. Published under a grant from the National Endowment for the Humanities. 60 pages.

E-I — The Hollow of Echoes. Kathleen Danker, Woesha Cloud North and Rosemary Bergstrom. A language arts and art unit based on The Hollow of Echoes. Videotape also available.

I — The Holy Land of Nebraska: Pawnee Literature and Belief. Patti Huff and Carolyn Boyum. A short unit for a junior high literature course which emphasizes myth and symbolism.

P — An Introduction to the Omaha Indian Tribe. Beverly Way. A unit for third grade social studies curriculum. Includes an "easy reader" story about an Omaha boy.

P-E — The Lakota. Bernice Cvrk. A multi-media social studies unit which can be used with third or fourth grade Nebraska or regional history.

E — The Life of the Omaha People. Carolyn Boyum and Patti Huff. A multi-media unit for a fourth grade social studies and reading curriculum.

P — Life of tne Omaha: Past and Present. Peggy McCall. A unit written for second grade which emphasizes ecology and includes outdoor activities.

E — The Life of the Pawnee People. Carolyn Boyum and Patti Huff. A social studies and reading unit for grades 4-6.

E — The Life of the Winnebago People. Kathleen Danker, Woesha Cloud North and Rosemary Bergstrom. A social studies unit.

S — A Meeting of Cultures. Alfred Menard, William Wallis, and others. A collection of educational materials of Lakota Sioux Indian life and history for secondary school level students. Included are maps depicting the history of the Sioux nation; a pamphlet on a number of different Lakota Indian games; an opera by William Wallis, Alfred Menard, Richard Moore, and Perry Wounded Shield, The Vision, a libretto in two acts based on Sioux story and song; A Meeting of Cultures, a booklet about Sioux Indians including their history and culture, literature and music; a record of Sioux songs and an essay about Sioux music; a bibliography of some of the books available on the different Sioux tribes; and a listing of important dates in Lakota history. Some of the material is written in both Lakota and English.

I-S — Native American Astronomy and Medicine Wheels of the Plains Indians. Patrick Mallatt. Emphasis on the Pawnee and their Southern Caddoan kindred. A two to four-week unit for junior high aerospace or senior high aeroscience classes or for independent study in an alternative school.

E — The Oglala Sioux. Karen Riedman. Unit designed for use with the fifth grade Holt Databank social studies curriculum lessons on discovery of America and westward movement.

P-E The Oglala Sioux. Reva High Horse and Amelia Lamont. Some segments of this unit on culture and literature are designed for grades 4-6 only. Remainder can be used by grades K-6.

E-A The Omaha Calendar. Illus. by Wallace Wade Miller. Every year. Calendar pictures for entire year depicting months according to the Omaha people. Suitable for classroom display or duplication for students.

S Omaha Leadership and Tribal Government. Sandra Delano. An examination of a tribal charter. Can be generalized and used to examine the charter of any tribe.

P Omaha Literature. Nancy Scholl. A unit for first-second grade reading curriculum with emphasis on symbolism.

P The Omaha People. Carmen Chesnut. A primary unit on the Omaha family structure and the literature of the culture. Designed for use with the language experience model of classroom teaching.

P Omaha Stories. Edward May. Designed for a follow-through kindergarten classroom with learning center activities. Focus is on storytelling and writing.

E-S O'po of the Omaha. 1978. Story of the growth and education of a young Omaha boy in mid-nineteenth century. Included are careful reflections of the life style of the Omaha tribe of a century and half ago, based on the research of Francis LaFlesche, an Omaha anthropologist, and Alice Fletcher. Material published on basis of a grant from National Endowment for the Humanities. 229 pages.

S Pan-Plains Culture Centering on the Omaha Tribe. A comprehensive senior high unit on pan-plains Native American culture, with emphasis on the Omaha people: Native American Oral Tradition and Storytelling: Literature of the Omaha by Elaine Warner; Omaha Kinship and Political Systems, a simulation game by Kathleen Corder; Communication in Nebraska Indian Tribes by Elizabeth daSilva; "With the Coming Tide" a unit on value change by Mel Krutz.

I The Pawnee Experience: From Center Village to Oklahoma. Stan Troxel and Chris Salberg. A unit for a course in regional history which also deals with myth and social organization of the Pawnee people.

P Pawnee Life. Lois Nelson. A unit on traditional Pawnee culture for a third grade social studies curriculum. Includes a wide variety of activities.

I Pawnee Literature: Mirror of Pawnee Culture. Lucille Barnes. A multi-media literature unit with lessons on social organization and religion.

S-A Pawnee, Sioux, and Anglo Marriage Customs. Mary Beth Lehmanowsky-Bakewell. A human relations course.

I — Pawnee Stories. Robert Simpson. Literature unit for slow learners.

P-S — The People of the Winnebago, The Lakota, The Santee, The Omaha. Janeth Wahl. A picture packet of the people in the four major tribes in Nebraska today. Suitable for use at any level. Pictures are appropriate for classroom display; descriptive text is provided. Slide presentation of the same pictures is available.

E-I — Plains Indian Arts/Crafts for the Elementary School. Carol Eng, Woesha Cloud North and Rosemary Bergstrom. Focuses on the study of the winter count.

S — Plains Indian Arts/Crafts for the Secondary School. Carol Eng, Woesha Cloud North, and Rosemary Bergstrom. Emphasis on the Teton Sioux symbolism and crafts.

I-S — The Santee Sioux. Stan Troxel and Chris Salberg. A social studies unit which traces Santee forced migration to Nebraska. Designed for use in Nebraska history classes.

I — Sioux Literature. Sharon Bowman. Organized into sub-units on oral literature, prose fiction and non-fiction, poetry, and drama for grades 7 and 8.

I-S — Teton Sioux Culture Through Literature. Rosalie Petracek. Intended to develop formal operational processes and language arts skills through independent and small group study of various aspects of Teton Sioux culture.

S — Trickster Stories. Karen Berman. A cross-cultural literature unit for sophomore English classes. A 10-day unit, part of a longer unit on the short story, designed to fit into an adjusted curriculum for EMH students.

S — Western Sioux Culture. Tom Barlow, Bill Hayes, Mel Berka, Tom Christie, and Ted Hibbler. A comprehensive senior high social studies packet in five units. Designed to be taught as a course in Sioux culture, but each unit can be used individually. Religion unit fits into a literature course. Lakota Religion, Lakota Government, Lakota Economics, Lakota Education, Lakota Society.

P-E — The Winnebago Language. Annabess LaRose. A unit for preschool head start use. Contains many Winnebago stories. Also suitable for elementary grades.

P — Winnebago Stories for First Graders. Martha England.

I-S — The Winnebago Tribe and the Nebraska Landscape. Mel Berka. Deals with migrations, world view, social organization, and economy.

S — The Winnebago Tribe; Early History, 1634-1832. Delmar Free. Part of a comprehensive unit for social studies on Winnebago history currently under development.

See Resources Section for available video materials.

University of Nevada at Reno
Research and Educational Planning Center
Reno, Nev. 89507

Paiute and American Indian Understanding Through Teacher Training and Education. Evalyn Dearmin; 1975. Project Paiute developed a bilingual curriculum in reading for children in the primary grades whose first language is Paiute. Most important achievement is definition of an orthography which can be used by Paiute children, rendering a heretofore oral language into written form.

P Ki Na Soo Mu Wa Kwu Tu is the first book ever written especially for Paiute in their own language. Legends repeated by tribal elders were taped, transcribed into Paiute, then translated into English. Book contains five legends or examples of tribal mythology given in Paiute and English, enhanced with drawings by Paiute children. Includes vocabulary lists of words for seasons, body, family, etc.

R Thus the Old Ones Have Taught is described as a commentary and guide, but is not directly related to book described above. Its purposes are to create an awareness for non-Indian educators of the Indian child's perception of school and to offer means for creating a hospitable environment for Indian children in public schools. Guide presents 11 essays explaining to a non-Indian audience considerations for teaching in a classroom containing one, few, or all Indian children. Guide also includes a select bibliography of American Indian resources, indexed by topics such as "Art," "Literature," "Music" and "History," and a list of Indian periodicals.

University of New Mexico
Native American Studies
Albuquerque, N. Mex. 87131

A American Indian Energy Resources and Development. Ed. by Roxanne Dunbar Ortiz; 1980. This book is the result of several one-week seminars held for tribal leaders, planners, officials and consultants at the University of New Mexico. This volume focuses on energy resources and Indian economic development. It is two books under one cover. One by Richard Nafziger, Transnational Energy Corporations and American Indian Development, discusses historical resource exploitation. The second portion, The Role of Policy in American Indian Mineral Development, by Lorraine Turner Ruffling, discusses tribal goals, tribal policies, implementing mineral policies, mineral agreements and the formation of Indian professionals.

A Economic Development in American Indian Reservations. Ed. by Roxanne Dunbar Ortiz; 1979. This is a collection of 13 essays and research

articles by scholars, several of whom are involved in American Indian government policies. The material is divided into four topics: "The Land and the People," "Historical Background for Underdevelopment," "The Navajo Nation: A Case Study," and "The Politics of Indian Underdevelopment and Development." 157 pages.

University of New Mexico
The Navajo Reading Study
Albuquerque, N. Mex. 87131

P — Childiltsooi Doo Golizhii. Irene Silentman; illus. by Eddie Begaye and Caryl McHarney; 1973. Vocabulary list at end of book. Sentence structure and vocabulary are controlled in order to establish a firm foundation for Native language learning. The words in sentences are broken into syllables. Written in Navajo. 16 pages.

P-I — Dah Dinilghaazh. Irene Silentman; illus. by Larry King; 1972. Vocabulary list at end of book. Vocabulary is controlled and words in sentences are broken into syllables for easy grasp of Native language reading. Written in Navajo. 12 pages.

P — Jasper. Irene Silentman; illus. by Caryl McHarney. Vocabulary list and frequency at end of book. Sentence structure and vocabulary are controlled in order to establish a firm foundation for Native language learning. Written in Navajo. 5 pages.

P — Shileechaa'i. Irene Silentman; illus. by Caryl McHarney; 1973. Sentence structure and vocabulary are controlled in order to establish a firm foundation for Native language learning. Written in Navajo. 8 pages.

University of North Dakota
Indians Into Medicine Program (INMED)
Box 173, UND
Grand Forks, N. Dak. 58202

S-A — American Indian Doctors Today. 1976. This book provides photographs for many and biographies of 20 Indian physicians. The book provides information to the reader but, perhaps more importantly, recognition for the Indian physicians. Designed to provide motivation for the prospective medical student. Many of these physicians are reservation-born.

P — Health Careers: Paper People. 1975. A booklet of Indian male and female paper dolls with a variety of clothing ranging from ceremonial dress to career-related dress. Purpose is to familiarize children with health careers and stimulate interest in career choices. Includes female physician and male nurse.

E — INMED. Wendy Gonyea, Connie Asher, Elizabeth Yellow Bird; artist, Clarence Cuts the Rope. A coloring book which illustrates Indian situations and values. Familiar characters, coyote and turtle, describe and show some types of Indian housing and some Indian artifacts to be colored. Pictures of Indian nurses, technicians, pharmacists and dieticians are included. A caption under each picture briefly explains their duties. The pictorial essay ends with a plea for the student's commitment to a career in medicine.

University of Oklahoma
American Indian Institute
Southwest Center for Human Relations Studies
555 Constitution Ave.
Norman, Okla. 73037

A/R — Curriculum Concept Packets. 1980-81. A curriculum guide book developed by Indian Teachers' aides in Oklahoma City Public Schools Title IV Indian Education Program. Teaching units are on stereotyping, law enforcement, drug abuse, finger weaving, traditional Indian culture, trickster stories, extended family, outstanding Indian women, successful Indian men, Indian food and Indian medicine.

A/R — Indian Culture in the Classroom: A Joint Effort of the Community and School. 1977-78. A curriculum guide that captures the essence of local Indian culture through involving members of the local Indian culture and the school. Information is provided on the Creek, Osage, and Shawnee tribes. This guide shows a step-by-step process of how non-Indian teachers, with the help of the local Indian community, can be involved in developing Indian curriculum materials.

A/R — Native American Community Involvement Curriculum Guide. 1976-77. A teaching guide designed to provide teachers with background information and associated teaching suggestions for purposes of exciting students about the rich Indian culture which can be explored and studied within their own community and state. The Potawatomie, Sac & Fox, Creek, and Kickapoo tribes are featured.

A/R — Native American Resources in Oklahoma: A Sourcebook. 1980-81. A comprehensive sourcebook with names of people, places, events, service organizations, educational information, books, films and slides which all relate to the Native American tribes in Oklahoma. A short historical sketch is done of these tribes: Apache of Oklahoma,

Arapaho, Caddo, Cherokee, Cheyenne, Chickasaw, Creek, Delaware, Kickapoo, Kiowa, Osage, Ponca, Seminole, Shawnee, Tonkawa, and Wichita. The sourcebook also includes teaching units developed by Indian aides in a Title IV program and by teachers in a local school.

P-S Oklahoma Native American Curriculum Guide. 1975-76. A curriculum guide with teaching units on the Kiowa, Caddo, Cheyenne-Arapaho, Chickasaw, and Cherokee tribes of Oklahoma. An extraordinary amount of resource materials for the classroom teacher to use.

E-A/R Project Aware. Student materials for grades 5-9, teacher and adult/community education resources will be developed to promote cultural understanding between the Cheyenne-Arapaho of Western Oklahoma and the non-Indian community of that area. Project activities will be (1) development of learning experiences for use in Oklahoma history courses which capture highlights of the culture and history of the Cheyenne-Arapaho Indians; (2) development of two drama/music presentations; (3) increasing the resources in the Black Kettle and Cheyenne-Arapaho museums, including development of a demonstration by Cheyenne-Arapaho adults on music, art, storytelling, and crafts aspects of their culture; (4) development of a slide presentation for use at the museum; and (5) training of key personnel from 12 school districts in the area.

S The Written, Spoken, and Unspoken Word: A Native American Language. 1980-81. A secondary language arts text for BIA schools in western Oklahoma. All materials are Indian related. Book is divided into two parts: grammar and literature. Grammar section teaches Indian culture and history as the student learns about the basic parts of speech, spelling, etc. Literature section is filled with contributions of outstanding Oklahoma Indian writers and poets such as R. Bates, L. Hensen, S. Momaday. This text is not a supplement to regular curriculum, it is a replacement. A first of its kind.

University of Oklahoma Press
Order Department
1005 Asp Ave.
Norman, Okla. 73109

A Let My People Know: American Indian Journalism, 1828-1978. James and Sharon Murphy. Chronicles the development of American Indian print and broadcast media and documents its 150-year growth often overlooked or ignored by standard journalism history texts.

University of South Dakota-Vermillion
Educational Research and Service Center
Vermillion, S. Dak. 57069

The Hoksila and Winona Series. Elaine Webster and Evelyn Two Hawk; 1975. Set includes ten illustrated readers that tell about two Lakota children who lived on the Rosebud Sioux Reservation. There is a teacher's manual for each series with questions for discussion, worksheets and suggested activities which do not require special materials or equipment.

P-E Hoksila: The Hoksila Series, Book I. Evelyn Two Hawk, B. Lou Hoyler; 1976. Vocabulary of Lakota words given, with pronunciations and definitions. Story is told of a Lakota boy who lived on the Rosebud lands. The Lakota words are used in the story. The story indirectly provides information about the Lakota life style and teaches lessons of obedience and respect for elders. 15 pages.

P-E Hoksila and the Wolf: The Hoksila Series, Book II. Evelyn Two Hawk; illus. by B. Lou Hoyler; 1976. A continuation of Book I. Tells how Hoksila earned his name the Indian way. 15 pages.

P-E Hoksila: The Peace Pipe: The Hoksila Series, Book III. Evelyn Two Hawk; illus. by B. Lou Hoyler; 1976. Story of Hoksila continues with descriptions of daily activities, learning experiences as his grandfather teaches him. 19 pages.

P-E Hoksila: The Vision: The Hoksila Series, Book IV. Evelyn Two Hawk; illus. by B. Lou Hoyler; 1976. Description of the vision seeking quest of Lakota men. Sweat lodge is described and its purpose explained. 23 pages.

P-E Hoksila: The Wasica: The Hoksila Series, Book V. Evelyn Two Hawk; illus. by B. Lou Hoyler; 1976. Final story in the series tells of Hoksila's first encounter with Wasica (White men). Introduces the change to come in the traditional Lakota culture; also teaches a faith in God. 26 pages.

P-E Winona: The Winona Series, Book I. Evelyn Two Hawk; illus. by B. Lou Hoyler; 1976. Vocabulary list given of Lakota words, their pronunciations and definitions. This is the introductory story in a series of five books. Books are based on actual events and people. 11 pages.

P-E Winona and the Fawn: The Winona Series, Book II. Evelyn Two Hawk; illus. by B. Lou Hoyler; 1976. Continuation of Book I. 12 pages.

P-E Winona At "On the Tree": The Winona Series, Book III. Evelyn Two Hawk; illus. by B. Lou Hoyler; 1976. Winona learns how women butcher and prepare meat for storage. 9 pages.

P-E Winona Becomes a Woman: The Winona Series, Book IV. Evelyn Two Hawk; illus. by B. Lou Hoyler; 1976. Winona was almost 13 years old; preparations for her purification began. 12 pages.

P-E Winona and the Sacred Medicine: The Winona Series, Book V. Evelyn Two Hawk; illus. by B. Lou Hoyler; 1976. Continuation of Book IV. Winona becomes keeper of the medicine.

University of South Dakota-Vermillion
School of Education
Vermillion, S. Dak. 57069

P-E/R Career Education Demonstration Project for American Indian Children. Marty Indian School, Marty, S. Dak., served as the pilot school for this career education demonstration project for American Indian children. The project focused on grades K-4 and emphasized helping the students develop an awareness of self, an awareness of others, and an awareness of careers. The following publications were developed: A Career Education Handbook for Schools Who Serve American Indian Children; A Career Education Notebook for the Parents and Teachers; A Programmed-Experiential Text Concerning American Indian Values; A Series of Teacher-Developed Learning Modules; A Programmed Reader Which Utilizes a Bilingual Approach; A Local Directory of Employment Opportunities; and A Directory of Career Opportunities in the Armed Forces. 1976; 92 pages.

University of Wisconsin-Eau Claire
American Ethnic Coordinating Office
Eau Claire, Wis. 54701

S Images of the American Indian. Designed for high school students. Objectives are listed and initial activities outlined. These activities help to identify the pre-conceptions of the students and are kept for later comparisons. Background information is provided and sensitizing words are introduced in a text for the students to read. The original activities and lists are re-examined for accuracy and stereotypes. The students are asked to evaluate TV programs and films on the basis of what has been learned. Criteria are given for evaluating texts and students are asked to use the lists for evaluating books in the school library. A selected bibliography is included.

E Sensitizing Nine Year Olds to Native American Stereotypes. Jane Califf. Twice a week, 45-minute periods, for two months are described. Classroom objectives are listed and ways in which the class periods

can be used. Describes how Jane Califf taught students to recognize Indian stereotypes in texts, TV, films, and in everyday life. Accurate and historical cultural background information was first provided through lectures and discussions. Texts with obvious stereotypes were brought to class from the public and school libraries. Pictures and print were examined for accuracies and stereotypes pointed out. A number of children wrote letters to Scholastic Magazines, Inc., and to authors and publishers protesting the stereotypes of Indians found in their books. Resource list of helpful publications is included.

University of Wisconsin Extension
Gale L. Vande Berg, Director
432 North Lake St.
Madison, Wis. 53706

I-S Educational Opportunities. Dale Wolf. This unit of "Choices and Careers: Free to Choose" focuses on educational opportunities available in colleges, vocational schools, and apprenticeship programs. There is a teacher's guide, Book I for girls 12-14 years old, and Book II for girls 15-18 years old. Several excellent sources of information are listed with the addresses where they may be ordered and their current prices. A slide set, "Women in Apprenticeships," is also available for use with this unit.

I-S Famous Indian Women. Janet Pascale; illus. by Vicki Wayman. This unit of "Choices and Careers: Free to Choose" gives a brief biography of Indian women who have excelled in a variety of careers. A bibliography is included for those who want to learn more about these women. The women included are: Marie Dorion, Saray Winnemucca, Susan LaFlesche Picotte, Maria Montoya Martinez, Nora Quinn, Marie Tallchief, LaDonna Harris, Buffy Sainte Marie, Helen White Peterson, Gertrude S. Bonnin, Roberta Campbell, Betty Mae Jumper, Amanda M. Crowe, Pablita Velarde, Lucy Squirrel George, E. Pauline Johnson, Wetamar, Gladys Akyewallace, Beatrice Medicine, Electa Quierney, Annie Dodge Wauneka, DeRosa Minoka Hill, Milly Francis, Madama Montour. A set of slides on famous Indian women is also included.

I-S Growing Up to be a Woman. Clara De Coteau; illus. by Tani Thayer. This unit of the Project, "Choices and Careers: Free to Choose," contains the story of Mrs. De Coteau's growing-up years, the first 18 years of her life. Girls today can relate to this story and note the things which have changed and all of those which remain the same. Questions about Mrs. De Coteau's experiences are in the activity section and may be used as a basis for discussion.

I-S Ideas for Planning. Lois Metaxen Strong; illus. by Vicki Wyman. This unit of the project, "Choices and Careers: Free to Choose," concerns attitudes surrounding teenage pregnancies. Some history on the use of

birth control is included but it does not focus on birth control methods. A slide set on birth control methods may be ordered (ordering information given) to be used with the unit if desired. There is a section of changing attitudes about marriage and suggestions for ordering supplemental materials.

A — Parenting Daughters. Cathaleen Finley, Deloris Wolf; illus. by Vicki Wyman. This unit of "Choices and Careers: Free to Choose" focuses on the socialization of girls and young women in today's world. It is intended for parents of young girls participating in the program or for other adults working with young girls. A set of cards, "Questions About Women," is a part of the unit.

I-S — Traditional Roles. Carol J. Dodge; illus. by Vicki Wayman. This unit of "Choices and Careers: Free to Choose" provides information for discussion of traditional roles of Indian women. It is recognized that the roles vary according to particular tribes and their geographic locations. Several additional texts are suggested for supplemental reading although the reader is cautioned to "keep an open mind" and be aware of unconscious stereotyping by the authors. It is suggested that tribal elders be invited to visit the group to participate in the discussions.

UTETC
American Indian Curricula Development Program
3315 S. Airport Rd.
Bismarck, N. Dak. 58501

American Indian Curriculum Development Program. Angelita Primeaux, Project Director. The following K-12 curricula was organized and produced by the Indian tribes of North Dakota. The material was gathered and authenticated by representatives from each North Dakota reservation.

P-E — K-5 Kit. Eight lessons on Indian family, dwellings, communities, education, foods, values, animals, and birds. Seven student booklets with 35 overhead transparency originals. A teacher's manual with objectives, activities, book and film resources, background material, and reservation histories accompanies the unit.

I — 6-8 Kit. There are five units in the junior high Plains Indian Curriculum: Circle of Life, a composite of social customs; Peace Pipe, an introduction to religion; Plains Indian Arts and Crafts, tools, weapons, and handicrafts from nature; Indian Country, histories of five northern plains tribes; and A Feather to Each, biographies of past and present leaders.

S — 9-12 Kit. The curriculum materials written for use in grades 9-12 are contemporary in design and content. The "student oriented"

materials offer the student an opportunity to explore a topic of interest as well as to be exposed to other areas. To stimulate interest and to support the textual material, a variety of visuals are included. Eack kit includes:

1. One teacher's guide
2. Ten student handbooks
3. Activity cards
4. Transparency originals
5. Poster
6. Bureau of Indian Affairs organization chart
7. "Native Americans" by William Meyer, paperback
8. "Career Development Opportunities for Native Americans," pamphlet produced by the Bureau of Indian Affairs

S Fine Arts. Each kit includes:

1. One teacher's guide
2. Ten student handbooks
3. Eight posters
4. 12 10x12½ symbolism and design plates
5. 10 profile cards of contemporary Native American artists
6. One cassette tape of songs

See Resources Section for additional video materials.

Vantage Press
New York, N.Y.

S-A Then Badger Said This. Elizabeth Cook-Lynn; 1977. Prose and poetry focusing on the traditions and experiences of a Sioux woman.

Vintage Books

S-A The Way: An Anthology of American Indian Life and Literature. Shirley Hill Witt and Stan Steiner, eds.; 1972. This anthology includes orations of famous Indian leaders, articles on both traditional and contemporary topics, examples of Indian humor, and contemporary poetry. It is divided into the following categories: "As Snow Before a Summer Sun," "My Teacher is a Lizard," "The Laws of Life, Tribal and Legal," "The Ritual of Death: War and Peace," "The Long Road," "Prophecies of the Future."

Walker River Paiute Education Committee
Norma Lessard, Director
P.O. Box 190
Schurz, Nev. 89427

E-I Elementary History Set. Contains 12 black-and-white photographs which depict the history and culture of the Walker River Paiute Tribe. Descriptions of each photograph, questions for classroom discussion, and short reading selections are provided. Students are also involved in such special projects as holding a mock tribal council meeting, doing library research, and listening to guest speakers.

R Index to the Walker River Paiute Tribal Archives. Provides students, teachers, and others interested in Walker River Tribal history with access to the library collection.

S Native American Literature Course, a Nine-Week Unit: Grades 9-12. A nine-week course in which students participate in class discussions, work independently in the library, write compositions, and prepare an independent evaluation of a literary work or a historical event.

E-I The Origin of the Pinenuts. Contains four stories as told by the tribal elders. It is recommended that teachers read these stories out loud to students.

S A Sample Nine-Week Walker River Paiute History Unit. 1979. Includes lessons on the history of the Walker River Paiute tribe for use in grades 9-12. Serves as a teacher's guide and utilizes materials from the textbook.

I Today We Are Concerned About What You Will Be Tomorrow. Aids secondary students as they move from eighth grade into high school. The booklet explains to students and parents what to expect at the high school level. The project also made available on loan to educators a number of previously produced Walker River slide/sound programs on handgame, duck decoy, historical sites, foods, beadwork and basket making, along with other topics.

R Walker River Paiute Tribe Agai Ticcutta. 1977. Contains photographic coverage of the 1977 Summer Extension Program, which involved elementary-grade students of the Walker River Paiute Tribe of Schurz, Nev.

S-A The Walker River Paiute Tribe Historical Calendar. 1979. Notes important tribal happenings and events.

R Walker River Paiutes: A Tribal History. Edward C. Johnson. Students view films, take field trips, and are involved with classroom readings and discussions.

See Bibliography Section for related materials.

Gilbert Walking Bull
11750 Mistletoe Rd.
Monmouth, Oreg. 97361

I-A E•Ha•Ni Wo•E, In This Manner They Expressed Themselves Long Ago. Gilbert Walking Bull and Montana Walking Bull; 1980. This fourth book in the Walking Bull series includes Lakota legends, prayers, songs, a famous ghost story, musical scores, and the Sioux version of Custer's Fateful Day. Included are poems and short stories by Montana Walking Bull.

I-A Mi•Ta • Ku•Ye: About My People. Gilbert Walking Bull and Montana Walking Bull; 1977. This is a collection of poetry and prayer, which reflects the philosophy of the Sioux. The book begins and ends with a Sioux prayer. Short segments from stories of the Arkansas Cherokee after removal are contributed by Montana Walking Bull.

I-A O-Hu-Kah-Kan Poetry, Songs, Legends, Stories. Gilbert Walking Bull and Montana Walking Bull; 1975. In this collection Gilbert Walking Bull translates legends and songs and writes his own poetry and stories. A glossary of words, phrases, sentences and verses in Lakota with English translations is provided. Montana Walking Bull wrote poetry and short stories for the volume.

I-A Wo-Ya-Ka-Pi: Telling Stories of the Past and Present. Gilbert Walking Bull and Montana Walking Bull; 1976. Gilbert Walking Bull has translated Sioux stories of Ik•to•mi, the trickster, into English. In another section, Gilbert tells of his boyhood experiences in the Pine Ridge Reservation in South Dakota. Montana provides poetry and short stories which reflect her growing-up experiences in Arkansas and Oklahoma.

Western Oregon State College
Monmouth, Oreg. 97361

I-S The Native American Concept of the Environment. Drs. Helen M. Redbird, Ronald L. Chatham, Paul F. Griffin, Prof. Patrick Thomison. This book is the result of the collective thinking of representatives from the Hopi, Lummi, Navajo, Warm Springs, Siletz and Zuni tribes. These representatives met with the authors and community representatives from a variety of occupations including weaving, mining, banking, agriculture, fishing, forestry, economics and politics. They were joined by experts from Land Management, Water Resources, Fish and Wildlife, Forestry and Timber, and Nutrition. The purpose of the conference was to develop resource materials for schools on or near Indian reservations. Seven sets of materials were developed to provide a better understanding of the Native American's beliefs, problems,

and love for the environment. Information is provided, problems are stated and answers sought. There are many student activities and the well chosen quotations aid the understanding of the students concerning environmental issues.

Wisconsin Department of Public Instruction
American Indian Education Program
125 S. Webster St.
Madison, Wis. 53702

American Indian Language Manuals. Comp. by Ramona Sandoval and Roger Philbrick. The following language manuals were developed through a joint effort by the Great Lakes Inter-Tribal Council, Inc., the Wisconsin Native American Languages Project of the University of Wisconsin-Milwaukee, and the American Indian Education Program of the Wisconsin Department of Public Instruction. Instructors should carefully study An Introduction to the Teaching of Wisconsin Native Indian Languages before attempting to use the manuals as a teaching/learning guide. Text is designed for Native speakers who wish to teach their language, Native speakers who are already teaching but who have no specific training, marginal speakers of the language who are teachers and non-speakers who want to learn methods for teaching a language. Appropriate for use in elementary to adult levels.

E-A Ojibwa Language Manual. Hannah Maulson, George Oshogay, Earl Thomas, John Nichols; 1980. Brief foreword describes the location of six Ojibwa (Chippewa) reservations. There are many different dialects of the language. Some variations are included and students are asked to add others. Basic greetings, conversational phrases, basic sentences, names, verbs and grammar notes are given. There are exercises for translation practice and listening and speaking practices, as well as for review. A supplement which has pictures with captions in Ojibwa for practice in reading, an extensive word list, alphabet book and two Chippewa stories are also included. 635 pages.

E-A Oneida Language Manual: Resource Materials and Training Exercises. Maria Hinton, Emily Schwamp, Lavina Webster and Bill Cook; 1981. Introductory material suggests ways in which the language may be most effectively taught through games, drawings, filmstrips, and overhead projections. A daily lesson plan for five weeks of study. System of phonetics which will be used to describe familiar English and unfamiliar Oneida sounds is described. Five systems historically developed to write Oneida are briefly described. Detailed lesson plans are given with suggested supplements for older students. Students learn words, then sentences, through drills. An Oneida-English vocabulary is given of words, phrases and common conversations. Pictures with texts in Oneida are shown to help students learn to read the language. An extended English-Oneida lexicon is included. 393 pages.

E-A Potawatomi Language Manual. Mabel Dverney, Mary Daniels, Billy Daniels, Jr.; 1981. Foreword describes location of the Potawatomi on two reservations in Wisconsin. Language is a member of Alqonquin stock. Student is urged to pay special attention to listening to and speaking the language. Lessons 1-20 concentrate on basic words, greetings, place names, conversational phrases, etc. Ten lessons consist of dialogue, vocabulary and speech patterns. Lessons on personal pronouns and grammar notes; supplementary exercises and notes on the writing system. 326 pages.

Wisconsin Woodland Indian Project
Rhinelander School District
Rhinelander, Wis. 54501

E All People Are One. Eva M. Schultz; 1981. A lesson designed to introduce a semester's work on Wisconsin history. Students will become aware that the state's population is made up of many peoples and that while some customs are different, the different groups still have much in common.

E Basketry. Maxine Thomas; 1981. Suggestions for use of slides, films, photographs, and resource persons to show and explain the variety of baskets made by Indians in different regions. Activities are given for a one-week unit on basketry. Appropriate materials and their sources are told with drawings and photos to illustrate how they are obtained and prepared. Several designs are shown for weaving the basket and illustrations show how to place materials to begin and finish the basket. Terms are given in English and in "Wisconsin Woodland Indian language."

E Birch Bark Baskets and Quillwork. Jermain Davids; 1981. The process for securing bark from the paper birch is described and appropriate time of year for gathering it. Tells where bark may be found and how to remove it without damaging the tree. A slide presentation is part of the unit with a script to be read. Information about quillwork is provided and background information about traditional uses for birch bark baskets.

E The Bone Game (Bi pinji ga na ong). Barbara Keresty; 1981. Describes how to play Ojibwa bone game whose object is to "thread" the needle into the bones. Materials needed are also noted.

E Comparison Study of Ojibwa Indian Medicines and West Indian Medicines. Martha St. Germaine; 1981. A comparison between medical uses of certain plants by the Ojibwa and similar uses by Indians in the West Indies. Designed for three or four class periods on consecutive days. Includes information appropriate for studies of history, geography, science, art, and math. Fourteen natural substances obtained from trees and plants are described and their uses by the Ojibwa to treat

various ailments and conditions are explained. "Legend of Winagojo and the Birch Tree," is included to be read and discussed. It establishes the sacredness of the birch tree. Another section describes some Ojibwa remedies that use other plants and how plants should be gathered and prepared. Pages 41-48 describe plants used in various treatments by Indians in the Caribbean. A bibliography of several sources included. 48 pages.

E-I Constructing A Hollow Tree and Dug-out Canoe. Fritz Luensman and Samuel F. Luensman. Description of how a dugout and a hollow tree canoe were made, how the trees were located, hollowed out and finished with dowels to secure the bow and stern, then sealed with spruce and pine pitch. 5 pages.

E Construction of a Wigwam. Jacqueline Lemieux and Josephine Scheeler; 1981. Designed for a two-week period. A detailed and explicit list of materials is given which will be needed to construct a wigwam. Background information is provided which describes uses of and arrangements within the wigwam. There is a day-by-day, step-by-step explanation of the procedure for collecting the tools, selecting and clearing the site, and construction. Ojibwa words are taught and there are 15 pages of descriptions of trees.

E A Curriculum Unit on Ojibwa History. Marilyn Storm; 1981. This unit covers a nine-day period in which the students learn about the Ojibwa people, where they originated, and their life style. It is suggested that they should make a notebook which illustrates who the Ojibwa are, where they live, and how they live. Several territorial maps are included and five examples of sign language.

E A Curriculum Unit Used to Teach the Game of Cha-Haa. Steve Theiler. Unit describes an Ojibwa game called Cha-Haa; a game similar to lacrosse. The classroom activities are for ten days and include instructions for making sticks and ball for the competition. Unit will close with an intra-mural Cha-Haa tournament.

E Dramatizing an Indian Legend. Eva M. Schultz; 1981. An 11-day unit teaching the importance of legends in Indian culture, similarities among cultures, differences between legends and other forms of stories, and some Oneida language words. Preparatory warm-up and drama exercises are described. Students conclude unit by acting out an Indian legend.

E Dying Porcupine Quills. Debbie James. Recipes are given for making yellow and yellow-orange dyes from alder bark and blood root. Directions for using commercial dyes are also explained. Several traditional sources for various dye colors that were used historically by Ojibwa women are given.

E Indian Medicine. Shirley Barber. Children are taught about several Oneida medicine plants. A seven-day unit through which the students learn about medicine men, their value, and their function. Latin, English and Oneida terms are given for the plants and there is a drawing and physical description of each one together with its use in various remedies.

E An Introduction to Native American Music of the Wisconsin Woodlands. Shirley Champlin Schmidt. An opportunity for 4th graders to hear and dance to Indian music. Students will hear the music of four Wisconsin tribes (Ojibwa, Potawatomi, Winnebago, Menominee). They will participate in a round dance, a 49er, and a feather dance. Elders should be brought in the classroom to teach the dances and sing the songs. A list of Ojibwa words is included.

E Learning to Count. Barbara Keresty; 1981. Students are exposed to six Indian languages by learning to count to ten in Winnebago, Oneida, Potawatomie, Menominee, Ojibwa, and to five in Stockbridge-Munsee. The value of using nature as a learning tool is also taught.

E Making Fry Bread. Jacqueline Lemieux and Josephine Scheeler. This unit describes necessary ingredients for making fry bread, the proper way to mix and knead dough, and how to build the fire and prepare the skillet and oil for cooking. Instructions are given for shaping and cooking the dough. Suggestions are made for ways to eat fry bread with honey or jam. Proper safety measures and cleaning up procedures are stressed.

E Maple Sugar in the Native American Ojibwa's Life and Legends. Marilyn Storm; 1981. This unit teaches about maple trees, a legend about maple sugar, some Ojibwa words connected with maple sugar, and an Ojibwa recipe for maple sugar cookies. A bibliography of special references for additional information included.

E Mini Course in Ribbonwork. Karen Roskowski; 1981. Directions for using colored construction paper to make ribbon work designs. Can be used to make bulletin board borders; history of ribbon work given in the unit can provide information for the class.

E Native American Medicine Plants. Karen Roskowski; 1981. This is a "hands on" unit in which students are taken on a field trip and taught to identify five plants or trees. They are taught the Ojibwa words for the plants and medicinal uses for them. They are taught the proper way to gather the plants, including religious beliefs regarding plant gathering. Students are asked to note the differences in leaf shapes and odors. They are shown how to make leaf rubbings to use for decorations. An elder who can teach the Ojibwa names for the plants should be invited as a resource person. Several periods could be used to discuss other uses for plants and trees. Designed to be used as a 20-day classroom project. 17 pages of plant drawings, descriptions and uses.

E Ojibwa. Rita Corbine. This is a learning experience using pictures and cue cards to teach the Chippewa language. Students are expected to learn one simple phrase each week. They will also learn to count to ten in Ojibwa.

E Ojibwa Language. Ruth Corley; 1981. A unit on Ojibwa language in which the student learns the names of animals by looking at pictures of the animals, hearing the Ojibwa name for the animal, and repeating it.

E The Ojibwa Language: Units I and II. Thelma Morrow; 1981. Unit I is a method for teaching seven conversational Ojibwa phrases. Student listens to a tape recording of the phrase; the teacher writes the phrase on the blackboard; the student repeats the phrase. After a discussion of what the phrase means, the student is asked to draw a picture which illustrates it. These illustrations should be collected to make a booklet of all phrases learned. Unit II: the student is taught four phrases of weather terms by listening to a tape recording of the phrase, seeing it written on the blackboard, repeating the phrase and deciding on a symbol to represent that phrase/weather. Symbols can be put on cards, and the student should recall the Ojibwa phrase when he sees the symbol.

E An Oneida Language. Emily Schwamp; 1981. Teaches vowel sounds, letters of Oneida alphabet, and how to count to ten in Oneida.

E Porcupine Quillwork on Birch Bark. Debbie James; 1981. The historical use of porcupine quills for decoration on clothing, cradle boards, baskets, knife sheaths, medicine bags, and bandoliers is explained. The unique use of quills on birch bark by the Woodland people is also described. Use of a filmstrip, "Life Through the Seasons," is suggested. Ojibwa words are given for greetings and for terms used in the unit (birch, porcupine, quill, etc.).

E The Song of Micro Mini. Shirley Barber; 1981. An Oneida song to teach children words in the Oneida language. A Native speaker should be used to lead the singing so that the words will be properly pronounced.

E Symbolism in Native American Culture. Garrie Schmidt; 1981. Presents symbols for major curriculum units, e.g., art, communication, social studies, etc. The symbols are to be used when teaching various units.

E Teaching Five Colors in Oneida Language. Lavina Webster; 1981. This unit teaches the Oneida words for five colors by first identifying the colors then pointing to the same color whenever it can be found in the room and repeating the word. The Oneida words for "arm," "leg," "hand," and "foot" are learned by playing Simon Says "Point to. . ." The students may also draw these body parts and label them. The 4th and 5th grades may learn food items in Oneida. Uses common foods and gives the names in English and in Oneida. Several games are included in the unit to make the learning of new words fun.

E What Is An Indian? Shirley Champlin Schmidt. A one-hour unit meant to teach non-Indians about Indians and to instill pride in Indian students. A resource person describes traditional dress and dances. She/he teaches the pupils to dance, if possible, to a live drummer and singer; if not, to the music of a tape recorder.

E What is a Treaty? Robert A. Laures; 1981. A three-paragraph definition of "treaty" is given to be reproduced in a handout for the students. A second handout is a copy of the December 2, 1794 treaty with the Oneidas. A copy of the Treaty of Ft. McIntosh (January 21,

1785) is included. Handout number three is a copy of the Treaty of Ft. Stanwix and one of the Treaty of Ft. McIntosh. These may be read by the students and used as a basis of discussion.

E Winnebago Applique Ribbon Work. Betti Comas; 1981. Goals and objectives, materials and procedures are listed in the beginning. There is an evaluation process where the teacher is asked about the students' responses to the unit. Winnebago words are given for terms frequently used. Ribbon work designs are shown for Winnebago and Menomini patterns. Some general statements are made about Woodland Indians' cultures, with values and background information provided for the teacher to share. A step-by-step procedure is given for making simple ribbon work designs as a student activity.

E Wisconsin Woodland Indians--the Elders. Jean Nolte; 1981. Background information on importance of elders in Indian cultures is given. The teacher should read this and discuss it with the class. Class should discuss ways elders teach children and reasons why children should respect their elders and ways in which they can show respect. Bibliography listed for adults and children. A helpful list of common errors made by teachers when working with Indian students is given.

The World Book Encyclopedia
Chicago, Ill.

E American Indian Movement. Bea Medicine; 1975.

E Ely S. Parker. Bea Medicine; 1975.

E Gall. Bea Medicine; 1975.

E Sioux Indians. Bea Medicine; 1975.

E Sitting Bull. Bea Medicine; 1975.

E Spotted Tail. Bea Medicine; 1975.

Yakima Indian Nation
Division of Education
P.O. Box 151
Toppenish, Wash. 98948

P Coyote and the Fried Bread. A traditional coyote tale. Coyote is again punished for his greed and is outwitted by a fox.

P Early Childhood Education. Collection of early childhood education materials. Includes instructions and patterns for using margarine tubs, scrap paper, etc. Numerous object lesson materials. Activities for eye-hand coordination described. Legends told with appropriate pictures which are to be colored.

P Pushapmi Stories. Illus. by Violet Rau and Nathan Olney.

Resource Materials

Akwesasne Notes
Mohawk Reservation
via Rooseveltown, N.Y. 13683

Pagans in Our Midst. Chronicle of newspaper, magazine, and official reports dealing with Iroquois Indians in New York between 1885-1910. A study in racism and stereotyping exemplifying American journalism during this time.

Aleutian/Pribilof Island Association
1689 C St.
Anchorage, Alaska 99501

Aleut Ethnic Heritage Project. Will conduct research and publish a book on Aleuts. Research will include cataloging Aleut holdings in museums and archives in the United States and Europe, translating selected examples of Aleut-related manuscripts, and photographing Aleut artifacts hitherto unknown or unavailable to the Aleut people. The book will be a useful tool to educators, libraries, museums, and curriculum developers throughout the United States for use as a reference and as a resource in the production of curriculum materials.

All Indian Pueblo Council, Inc.
1015 Indian School Rd., N.W.
Albuquerque, N. Mex. 87197

Curriculum Improvement for Pueblo Indian Students: A Pilot Study. Judith A. Hakes and others. Conducted in conventional schools for Indian students, this curriculum pilot project was initiated for purposes of helping the Acoma and Laguna Pueblo tribes to improve the education of their children. A majority of these students were bilingual and the overall educational program did not seem to meet their particular learning needs. In an effort to measure whether cultural relevance would improve learning, a comparison was made of "intact" classroom situations employing a conventional curriculum and those employing the culturally relevant pilot curriculum. The experimental groups employed culturally relevant materials and strategies designed to enhance learning for fifth grade students in mathematics and reading, seventh grade students in mathematics, and ninth grade students in social studies. Findings suggested that teacher training was an important variable contributing to the achievement of these American Indian students. Pre- and post-testing indicated that in almost every case where the materials were used correctly and the teacher had received training, the pilot curriculum produced significant improvements. 1980; 56 pages.

American Indian/Alaska Native Nurses Association, Inc.
c/o Elfreida Irving, Executive Director
2108 Maple Lane
Lawrence, Kans. 66044

Life Cycle of the American Indian Family. Janice Kekahbah and Rosemary Wood, Eds.; 1980. Draws from presentations made at the 1978 AIANNA Annual Conference. The nine chapters pull together material which has not been readily available before on combining traditional western and traditional Indian knowledge(s) into a culturally relevant method of health care delivery. Taken as a whole with comparisons made between chapters, the reader can gain a better understanding not only of American Indian families and their health care, but also a better understanding of the influence culture has on individuals and groups of individuals in all cultures.

Bacone College
Muskogee, Okla. 74401

The Native Americans of Eastern Oklahoma and Their Antecedents in the Southeast. Course syllabus. The major focus of this 16-week course is a study of the cultures of the Southeastern Indian populations who were removed to eastern Oklahoma and of the cultural changes that have occurred as a result of their geographical displacement and as a result of contact with one another and Euro-Americans. The syllabus developed by the project lists the four major texts used in the course and the reading assignments.

The Native Americans of the Southwest. Course syllabus. A study of the culture of the Southwestern Indian populations emphasizing cultural similarities and differences between ethnic groups. The course outline lists suggested readings for the instructor and for students' independent study projects.

Brigham Young University
Native American Series
Multi-Cultural Education Department
115 BRMB
Provo, Utah 84602

The Native American Series. Sandra Osawa, Producer. This is a 10-part series originally aired on KNBC in Los Angeles and later aired on NBC's five major TV markets. First such series entirely written, produced, and acted by

Native Americans. Ms. Osawa was given an award of merit as outstanding producer for KNBC and her series was considered for an Emmy award in 1976. Film titles are: "Heritage," "Voices," "The Way," "The Family," "Treaties," "Survival," "Expressions in Art," "Two Worlds," "Powerless Politics," and "Stereotypes."

Brown Bird Productions
1871 N. Curson Ave.
Hollywood, Calif. 90046

Annie Mae--Brave-Hearted Woman. Intimate look at recent Indian/White conflicts and reasons for them. Received Best Motion Picture Award from American Indian Film Festival.

Bureau of Indian Affairs
Aberdeen Area Office
Division on Education
115 Fourth Ave., S.E.
Aberdeen, S. Dak. 57401

Reading and Language Skills and Bibliography of Indian Materials. Dr. Sandra J. Fox; 1981. A section is devoted to "Teaching Reading to Indian Children." Various educators are cited and their theories explained. A step-by-step procedure for teaching reading is outlined using the language-experience approach. A list of most used words in the English language is provided for teachers to stress. A number of lists of resources are provided. Strengths and weaknesses of various reading programs are described. Appropriate skills for each grade level (K-6) are listed and described. There are several bibliographies and a number of copies of pertinent articles concerning Indian education.

Bureau of Indian Affairs
Office of Indian Education Programs
18th and C Streets, N.W.
Washington, D.C. 20240

A Kindergarten Curriculum Guide for Indian Children. Mariana Jessera, Ed.; 1970, reprints 1972, 1976, 1977, 1979. This guide is meant to serve as a

reference to Indian communities and schools who wish to develop their own curriculum. Recognizing that the early formative years are extremely important in the child's development, BIA teachers, aides, administrators, parental representatives and tribal leaders have made suggestions for and contributions to the guide. A schedule for daily activities is suggested. Play areas indoors and out are described; needed supplies and equipment are listed for a variety of learning arrangements for efficient classrooms. Diagrams for building play and classroom equipment are shown with a complete list of needed materials and suggestions for where they can be obtained cheaply or free of charge. Introductory concepts in language, mathematics, social science, physical and natural sciences, music are described. A guide for food services in kindergarten is included, as well as suggestions for getting parents involved. There is a bibliography of books, films, and resource materials.

California State University, Los Angeles
Evaluation, Dissemination and Assessment Center
5151 State University Dr.
Los Angeles, Calif. 90032

Assessing the Educational Needs of an Indian Community. Loretta Vicenti and R. Rudy Cordova; 1982. Describes in detail steps involved in conducting an educational needs assessment in an isolated Indian community within a large reservation. Prior needs assessments had shown few or no results; this report identifies some elements to be considered in constructing and administering an effective instrument that reflects needs of different elements of the community, based upon community-wide input. 43 pages.

Bilingual Resources, Vol. 4 No. 2-3. 1982. Double issue devoted to Native American education issues and bilingual programs. Included are "The Survival of Native American Languages," "Cultural Aspects that Affect the Indian Student in Public Schools," "Materials Preparation for Use in Bilingual Programs," "Language as an Ideology: The American Indian Case," and "The Directions of Indian and Native Education: Culture, Content and Container." Tips for teachers, poetry selections and a brief annotated bibliography of instructional and resource materials is also included.

Cherokee Bilingual Education Program
P.O. Box 769
Tahlequah, Okla. 74464

Conversational Cherokee on Cassette Tape. Agnes Cowen, Project Director. Designed for use by adults, either in class or on an individual basis. Each lesson has a dialogue, some drills and grammar notes. The dialogue and drills are recorded on 60-minute cassette tapes. As an aid to the students, the Cherokee is written in the Roman script rather than the Cherokee syllabary. Conversation Cherokee Tape I, II, III, IV, V, VI. See Curriculum Section for written materials.

Cinema Associates, Inc.
3000 First Ave.
Seattle, Wash. 98121

Images of Indians. Five 30-minute films, developed by United Indians of All Tribes Foundation in conjunction with KCTS in Seattle, which explore the stereotyping of Indians in Hollywood films. Narrated by Will Sampson, the film features interviews with notable American Indian personalities.

More Than Bows and Arrows. N. Scott Momaday, Narrator; Rayna Green, Consultant; 1980. A one-hour color film narrated by Kiowa author N. Scott Momaday. Contains segments with contemporary Indian articles and leaders and emphasizes contributions made by American Indians.

College of Great Falls
Department of Education
1301 20th St., South
Great Falls, Mont. 59405

Ethnic Heritage Studies Program: Television Program on Culture and Tradition of Montana Indians. Harold Anderson; 1975. A series of 13 half-hour color videotapes on culture and traditions of Montana Indians. All programs were aired on TV stations in Montana. Tapes can be used with adults or students in grades 7-16. Project staff visited Indian reservations in Montana to research culture, history, and traditions of various tribes and to photograph activities.

College of Santa Fe
Department of Humanities
Department of Social Science
St. Michael's Dr.
Santa Fe, N. Mex. 87501

Native-American and Spanish-American Culture Curriculum Development. Natividad Chavez, Director; 1976. Project developed six slide/cassette programs on cultural, historical, and literary heritages of Southwest Indians. Slide programs are intended to be used with secondary and college-level students. Seven Indian and non-Indian students from College of Santa Fe were participants/observers among the Tewa Pueblos of New Mexico: San Juan, Santa Cruz, San Ildelfonze, Nambe, Pojoaque, and Tesuque. Students observed and recorded customs, traditions, religious beliefs, ceremonies, art, language, and foods. Materials then incorporated into slide programs. Six programs developed: three for Southwest literature courses and three for social science courses. Scripts accompany each program.

Betti Comas
10529 Cora Dr.
Portage, Mich. 49002

1980-81 Michigan Social Studies Textbook Study. Betti Comas, Compiler and Chairperson, Michigan Indian Education Advisory Council; 1982. Reviews nine textbooks for sex, race, ethnic, religious, and disabled stereotypes, slurs and omission. The diversity in findings range from a very strong anti-American Indian bias to a very positive attempt to express American Indian viewpoints. To a large extent, Indians are treated as one cohesive group and very little emphasis was placed on the current legal status of Indians. Indian women were very under-represented, with usually only Pocahontas and Sacajawea mentioned. Overall findings, recommendations and review instruments are included. 71 pages.

Council on Interracial Books for Children
1841 Broadway
New York, N.Y. 10023

Chronicles of American Indian Protest. Comprehensive collection of documents that vividly recount the American Indians' struggle for survival from 1622 to 1977. Excellent resource for increasing understanding of the historical background which led to the present situation. Useful in ethnic studies, history, social studies or sociology classes.

Guidelines for Selecting Bias-Free Textbooks and Storybooks. Comprehensive reference collection of criteria and checklists to help administrators and educators avoid stereotypes and other forms of bias against females, minorities of all racial groups, disabled people and older persons. Covers all major course areas including literature, science, math, career education, history, bilingual, and dictionaries. Provides 97 illustrations of biased or recommended books, shows specific biases about minorities and tells subtle types of bias to watch for.

Native American and Proud. Student pamphlet which offers cultural, historical and current information on American Indians. Photographs and reading lists are included.

Stereotypes, Distortions and Omissions in U.S. History Textbooks. 1978. Manual clarifies the subtle ways in which new texts and obvious ways in which old texts perpetuate stereotypes and distortions. Detailed charts are provided against which educators can readily check their own textbooks. Similarities and differences in the historical experiences and treatment of each minority group and women are compared. Passages from American history books are quoted demonstrating the most common faults and then information is given on how it would appear if texts were not sexist or racist. In addition to usefulness before buying school textbooks, the manual may also be used with students to initiate classroom discussions of common historical myths.

Ten Quick Ways to Analyze Children's Books for Racism and Sexism. Pamphlet which spells out specific, easy-to-use methods for evaluating stereotypes, distortions and omissions frequently found in school and library books. A useful first tool to start examination of materials for racism and sexism. Used in conferences, workshops and classrooms across the nation.

Thanksgiving and Native Americans, CIBC Bulletin. Double-issue devoted to American Indians' perspective of Thanksgiving and how this celebration in Anglo community pointedly reveals the omissions and distorted treatment of Native Americans in U.S. history.

Unlearning "Indian" Stereotypes. Iris Milan; Gina Washinawatok, Menominee Resource Person. Activity titles: "Meeting Native American Children From New York," "Learning Some Native American History," "Let's Share Some of the Heritage and Traditions of America," "How It Feels to be Ridiculed," "Comparing Stereotypes With Reality," "Finding Indian Stereotypes in Materials." Through the use of a filmstrip and discussions the children learn new terms and concepts relating to Indian people. A Teacher Resource Sheet is provided with questions and comments to stimulate discussion; a letter to be reproduced and sent to parents is provided. Some units can be integrated into U.S. history and Wisconsin history classes. Other films are suggested and where they may be ordered is given. Stereotypes relating to American Indians are on certain filmstrip frames. These are identified. The children are taught to recognize them and compare them with the reality. They are asked to find examples of stereotypes in magazines and books and bring them to class.

Cuba Independent Schools
Box 68
Cuba, N. Mex. 87013

Cuba Schools Ethnic Heritage Project. Carlos Atencio, Director; 1974. Developed video materials which are culturally relevant to the ethnic groups in the local school district. Teams of middle and high school students and teachers, Navajo paraprofessionals, Teacher Corps interns, community resource people, and University of New Mexico personnel were organized. After outlining an area of interest, teams were trained in curriculum development and videotape technology. Subjects related mostly to arts and crafts of Navajo and Chicano people. Teams wrote and filmed a documentary on the Navajo child and the life of a sheepherder and took slides for the stories told in Quentos.

Dartmouth College
Native American Science Resource Center
305 Bartlett Hall
Hanover, N.H. 03755

Native American Studies 80: Native American Women. Rayna Green. This is a sample syllabus for a college course. Available upon request. The course investigates traditional, tribal, stereotypical, modern, autobiographical and changing images of Indian women.

Daybreak Star Press
United Indians of All Tribes Foundation
Box 99253
Seattle, Wash. 98199

Development of Native American Curriculum. Joan LaFrance and Neal Starkman; Revised by Karleen Pederson Wolfe. A workbook which describes the process of curriculum development employed by Community Educational Services at United Indians of All Tribes Foundation. The book begins with a discussion of "What is Curriculum?" and outlines a course to follow in the development of curriculum. There are sections on "Soliciting Community Involvement and Active Participation" and "Integrating Native American Content with Academic Skills." 22 pages.

Multi-Cultural Curriculum: A Manual for Teachers. Karleen P. Wolfe; Bibliography of Andrea E. Jerman; 1981. Brief, clearly written booklet which evolved from workshop presentations on culturally-relevant curriculum development. It should be helpful in assessing personal sensitivity to different cultures, in giving ideas of how to incorporate "ethnicity" in lesson plans, regardless of subject area, and in providing suggested resource materials for research and planning. Excellent tool for "how to work with what you've got" in both multi- and mono-cultural settings. Sample lesson plans and annotated bibliography are included. 20 pages.

Native Americans of Washington State: A Curriculum Guide for the Elementary Grades. Guide to aid the elementary classroom teacher in implementing Native American curriculum in the classroom. For each of the five units--natural surroundings, the environment and its people, family, art, and games--learning objectives, activities, and suggested resources are listed. Grades 1-6; 40 pages.

Starting an Indian Teen Club. A pamphlet to help Indian teens establish an Indian Teen club of their own. There are sections on "How to Find a Club Advisor," "How to Conduct Meetings and Get Something Accomplished," and "Problems Other Clubs Have Had and How to Prevent Them." Sample minutes,

financial record-keeping forms, and a list of people in the Northwest to contact for help are provided. Junior high and high school; 30 pages.

Survival: A History of Northwest Indian Treaty Fishing Rights and Teacher's Guide. A highly informative 20-minute slide presentation produced by The Point No Point Treaty Council, one of five treaty councils in Washington State formed to coordinate tribal fisheries programs. The presentation recounts the history of Indian fishing before the arrival of White people in the Northwest and of treaties and legal decisions culminating in the 1974 "Boldt Decision." A comprehensive teacher's guide provides supplemental information, and student handouts and worksheets for easy classroom use. For elementary to adult use.

Voices From the Cradleboard. A 30-minute slide presentation to be shown on a synchronized system. A discussion of traditional child rearing practices, which emphasizes the importance of children in Indian societies both past and present. In Indian societies, parenting begins before birth of the child and is a continuous process throughout young adulthood. The film considers those learning and child rearing tools, such as legends, and the cradleboard, which are most universal among tribes. Useful in high school, adult programs.

Yesterday's Children and Teacher's Guide. Video cassette film; 30 minutes. Skokomish youth interview two elders on the Skokomish Reservation on Hood Canal in Western Washington. The elders talk about their lives and the changes they have experienced. The teacher's guide offers several lesson plans for extending the interview into a study of American Indian oral history and a study of elders in the students' own community. High school, adult use. Types: ½-inch beta max cassette, 3/4-inch video cassette.

See Curriculum Section for additional materials.

Denver Art Museum
100 West 14th Avenue Parkway
Denver, Colo. 80204

Intercultural Understanding Through Art. Barney Cook, Director; 1977. Audiovisual kit with 40 slides of art objects made by American Indians of the Great Plains and a tape-recorded commentary written by the Denver Art Museum's curator of Native arts. Art objects are in the permanent collection of Denver Art Museum. Presentation is intended for use in secondary classrooms. Major emphasis on relationship between traditional Plains Indians life and the works of art; with each kit are a bibliography of books for teachers, map showing locations of Plains tribes, slide list, list of Indian tribe names in their own languages. For grades 7-12.

Education Commission of the States
Publications Department
1860 Lincoln St., Suite 300
Denver, Colo. 80295

Guidelines for Evaluating Textbooks From an American Indian Perspective (Report No. 143). Lee Antell and Ethnic Heritage Project Advisory Council; 1981. Booklet with succinct descriptions of how to evaluate textbooks from an American Indian perspective. Areas covered include content, language and illustration guidelines, as well as a suggested instrument for evaluating textbooks. 19 pages.

ERIC/CRESS
Box 3AP
New Mexico State University
Las Cruces, N. Mex. 88003

American Indian Children's Literature, Mini Review. Louise Merck Vest. Describes the problems of stereotyping and depersonalization of Indians prevalent in children's literature. Guidelines are given for selecting unbiased reading materials and ten methods and strategies for effectively using the literature. A selected bibliography of Native American children's literature is also included.

American Indian Education Legislation, Fact Sheet. Aileen Kelly Alexander. Presents a brief history and outline of American Indian legislative funding acts, with an emphasis on particular pieces of legislation being used to aid Indian education today. A summary of Alaska's development of Indian education is revealed as exemplary of some of the problems encountered in achieving quality education.

Continuing a College Education. Carol J. Minugh; 1982. A 3-volume set of resource guides developed to assist American Indian students transfer successfully from a 2-year community college to a 4-year college or university. Each guide addresses questions pertinent to American Indian transfer students, their families or their counselor. Information on how to obtain more specific resources and/or assistance is also provided in each guide. Set includes: A Guide for the American Indian Student, 29 pages; A Guide for the Family of the American Indian Student, 16 pages; and A Guide for Counseling the American Indian Student, 19 pages.

Curriculum Development for an American Indian Classroom, Fact Sheet. Elaine Roanhorse Benally. Two-page fact sheet which highlights curriculum development for Indian students by classroom teachers. Curriculum scope and sequence are defined and suggestions are made for using commercially prepared materials as supplements to individually planned programs. A list of 14

centers and organizations that specialize in culture-based curriculum is also included.

Everett, Edwards, Incorporated
Deland, Fla. 32720

Nationalistic Trends Among American Indians. Shirley Hill Witt; 1968, reprinted by Pequin Books, 1970. Relates movement toward autonomy by American Indians.

Fort Belknap Community Council
Harlem, Mont. 59526

Assiniboine Tribes. A 30-minute slide/tape program describing how to work with quills.

Fort Belknap: An Overview of the Gros Ventre. A half-hour slide/cassette program which describes tribal government and provides a history of the land and people.

Hays/Lodge Pole Public Schools
Minerva Allen
Hays, Mont. 59527

Creating a Better Understanding of Tribal Government and History Concerning The Fort Belknap Indian Reservation. 1980. Resource guide for teachers of 7-12 students relating past and current developments on Fort Belknap Reservation.

Janis Herman
1333 Florence St.
Aurora, Colo. 80010

School Board Training Manual. Janis Herman, Compiler/Editor; 1980. Activity supported through Title IV-B grant to Coalition of Indian-Controlled

School Boards. Packet is best suited for school board members, parent committees and higher level administrators. Training materials emphasize communication, rights and responsibilities of board members and legal issues involved in operation of a school. 77 pages.

Hopi Tribe
Department of Education
Oraibi, Ariz. 86019

Hopi Awareness for the Classroom. Martha D. Mills, Ed.; Head Start Director, Georgianna Hamana; Assistant Director, Abigail Pawytewa; 1976, reprint 1981. This book begins with three pages of information for non-Indian teachers new to the Hopi culture. Taboos are explained, subjects or materials to which the Hopi may be sensitive are explained, certain activities are not acceptable in the classroom and these are noted. Proper behaviors for non-Indians at dances, shrines and in villages is explained. This is a most helpful section and should be invaluable for the new non-Indian teacher. The book is an aid to teaching cultural awareness in early childhood and primary. A guide to Hopi pronunciations is given with a Hopi phonics system for colors, numbers and body parts. There are also differences in Hopi when spoken on 1st, 2nd, or 3rd mesas. There is a section on Hopi games, many of which are infrequently played today. Another section is on Hopi cooking and traditional recipes are given. There is a section on Hopi children's songs and one on coyote stories which are told in both English and Hopi. 58 pages.

The Hy Perspectives Media Group
1164 Hamilton St., Third Floor
Vancouver, BC V6B 2S3

Somewhere Between. Ric Beairsto, Peg Campbell, Harvey J. Crossland, Executive Producers in association with Joy Hall. A 50-minute documentary looking at the history of Canadian government legislation affecting Indian women, and their traditional role in Indian society. The film reveals, through the personal experiences of five Indian women, the controversy surrounding laws which discriminate against Indian women and the alienation they experience when they are forced to live apart from their communities due to change in their legal status of Indians when they marry non-Indians. Available in black/white or color; 16mm or 3/4" or 1/2" video cassette. 1982.

Import Films
144 Bleeker St.
New York, N.Y. 10012

As Long as the Rivers Run. Carol Burns, Producer; 1972. Indian women activists, some fishing, energy, environmental issues. For high school/ adult use.

Indian Health Service
Office of Mental Health Programs
Quality Assurance and Training
2401 12th St., N.W.
Albuquerque, N. Mex. 87102

Listening Post, Vol. IV, No. 2 (April 1982). Volume focuses on the concerns of Indian women. Eight papers discuss the hidden strengths of Indian women, the common and specialized problems faced by them and how these strengths and problems can be better understood.

Indiana University
Audio Visual Center
Bloomington, Ind. 47401

Black Coal, Red Power. Shelly Grossman, Producer. Two parts, 16mm film, 41-minutes length. Grades 9-12.

Iowa State University
Media Resources Center
121 Pearson Hall
Ames, Iowa 50011

Inside the Cigar Store: Images of the American Indian. Gretchen M. Bataille. Contains 140 slides and carousel tray, audio cassette, annotated bibliography, complete script, teacher's guide, map of reservation lands, guidelines on interracial books for children. Focus is on contradictory stereotypes of the American Indian. For use in grades 7-12.

The Make-Believe Indian: Native Americans in the Movies. Gretchen Bataille and Charles L.P. Silet; Gerald Vizenar, Consultant. Carousel tray with 140 slides; audio cassette; annotated bibliography; complete script; suggestions for classroom; excerpts from The Pretend Indians. Demonstrates influence of early travel narratives, literature, visual arts, wild west shows on Native American image in movies, silent films, serials, contemporary feature films. For high school/adult use.

Iowa State University
Gretchen Bataille
221 Ross
Ames, Iowa 50011

Transformation of Tradition: Autobiographical Works by Native American Women. Gretchen Bataille; 1978. The Indian woman has been viewed as a subservient and oppressed female; often overlooked were the economic, social and political positions women held within tribal societies. The biographies and autobiographies of Indian women that have been obtained over the last century can be used to examine this contradiction in perspectives. In recent narratives Indian women often are writing their own stories and choosing the material they themselves want to include. Many of these stories reflect the dilemma of the pulls between the traditional ways and the pushes toward acculturation. This document discusses specific biographies of Native American women; it provides bibliographic citations for the sources quoted and additional listings for other autobiographical works and resource material. 31 pages.

ISSUE
13003 Beachtree Lane
Bowie, Md. 20715

Introduce Science to Students Using the Environment (ISSUE) A Guide for Teachers of Native American Students. Deborah Richau; 1981. Attractive handbook designed for teachers of Native American students in classrooms across the reservations. Contents are not intended to be science text, but rather to combine the students' culture, language and natural environment as a means of introducing the sciences. Outdoor environment is integral part of detailed lesson plans which are targeted by grade but easily adaptable to other levels by supplementing or deleting material. Spiral bound; 136 pages.

Ketchikan Indian Corporation
Indian Resource Center
Box 6855
Ketchikan, Alaska 99901

The Haida Button Blanket. Class sets are available with slide/tape show or videotape. See Curriculum Section for written materials.

Los Angeles Unified School District
American Indian Education Commission
450 N. Grand Ave.
Los Angeles, Calif. 90012

American Indian Science: Curriculum Guide. Joann Sebastian Morris. The purpose of this guide is to suggest a method for teaching accurate and positive information about the American Indian as a practicing scientist and incorporate these ideas in existing science and mathematics curricula in both Indian and non-Indian programs. Suggestions are offered to elementary and secondary teachers for teaching/learning activities within various scientific subject areas. Appropriate grade levels are noted (K-12), the topics given, and the concepts to be stressed are listed.

Corporal Punishment. Joann Morris; 1978. Position paper of the Commission opposing the use of corporal punishment in schools based on the traditional way Indian children are raised: discipline through non-corporal means.

Integrating the Curriculum. Joann Sebastian Morris; 1977. Position paper outlining the need for pluralistic culture curriculum for both Anglo and minority students. Addresses "The Need Among All Students," "The Need Among Indian Students," and includes "Suggested Curriculum Ideas." Topics are suggested for educational courses and disciplines and are applicable for K-12 use. It is noted that accurate information about American Indians and their cultures can be incorporated into the study of any subject area.

The Oldest Games: A Look at Native American Pasttimes. Describes games, playthings used by American Indian youth and how to make the implements for them.

Position paper on the Declaration of Independence. Objects to the use of descriptive terms for Indians and requests deletion of the reference entirely or that history textbooks and lessons have explanatory notes about the mood of colonists at this point in history and the Indian point of view. Suggested supplementary materials note that U.S. Constitution was based on the laws of the Iroquois Confederacy.

Questions to Aid in the Evaluation of Textbooks/Materials. California State Department of Education. A suggested set of criteria to assist an evaluator in reviewing textbooks and instructional materials for possible adoption or approval. Major areas are: (1) How well does the material meet official state policy in terms of treatment of ethnic minorities and women?; (2) How well does the material meet official policy in terms of American Indians?; and (3) How well does the material meet the requirements in terms of its instructional merit?

A Suggested Plan for the Study of American Indian Culture. Joann Morris; 1980. List noting traditional Indian values vs. European industrial values, regional division of Indian societies, branches of the Indian cultural tree and time classification of Indian societies. Supplemental use only. 5 pages.

Ministry of Education
MOWAT Block
Queen's Park
900 Bay St.
Toronto, Ontario M7A 1L2

People of Native Ancestry: A Resource Guide for the Intermediate Division. To provide a foundation for study of the past and present life of Canada's original people, this resource guide for teachers of Native and non-Native intermediate students presents 17 study units that can be integrated into existing subject areas or used to build Native Studies courses. The guide contains sections on unit or course planning, teaching strategies, vocational curriculum, and curriculum evaluation. Among resources listed are a bibliography, audio-visual aids, sites, periodicals, and resource centers.

Minneapolis Public Schools
807 Northeast Broadway
Minneapolis, Minn. 55413

Ahmik Nishgahdahzee. Retold by Ignatia Broker; illus. by Bambi Goodwin. Color filmstrip with cassette tape of Ojibwe legend. Part of set of three legends accompanied by teacher's guide. Other filmstrips in set are "Unktomi and the Ducks" (Dakota legend) and "Waynaboozhoo and the Geese" (Ojibwe legend). For grades 4-6.

Unktomi and the Ducks. Retold by Carrie Schommer; illus. by Steve Premo. Color filmstrip with cassette tape based on Dakota legend. Part of set of three filmstrips accompanied by teacher's guide. Other filmstrips in set are "Ahmik Nishgahdahzee" and "Waynaboozhoo and the Geese," both Ojibwe legends. For grades 3-6.

Waynaboozhoo and the Geese. Retold by Susan Weyaus; illus. by Patrick Des Jarlait. A color filmstrip with cassette tape based on Ojibwe legend. Part of set of three filmstrips accompanied by teacher's guide. Other filmstrips in set are "Ahmik Nishgahdahzee" (Ojibwe legend) and "Unktomi and the Ducks" (Dakota legend). For grades 3-6. See Curriculum Section for written materials.

National Education Association
Civil and Human Rights Division
1201 16th St., N.W.
Washington, D.C. 20036

Roots of America. Murray S. Shereshewsky, Director; 1974. Consists of a series of resource units and developed by ethnic task forces composed of educators, students, parents, and representatives of ethnic groups. Content focuses on Native Americans. Because no one Native American group is representative of all groups, it's suggested that teachers consult with nearby Indian groups to get appropriate information for filling the model. Components are: geographic location of the Native American group prior to European contact, cultural origins, political structures of the group, social structures of the group, economic aspects of the group, initial European contact, initial cultural exchanges, contemporary description of each of the preceding concepts, legal interactions between the groups and the United States Government, present day status of the group.

National Educational Laboratory Publishers, Inc.
813 Airport Blvd.
Austin, Tex. 78702

American Indian Community Controlled Education--"Determination for Today, Direction for Tomorrow". J.C. Dupris; 1980. Provides an historical overview of the Indians' struggle to regain control of their educational process after years of assimilation policy education. Traditionally, Indian people view education as a life long process designed to prepare the individual for the societal productivity called work. With passage of the Basic Indian Education Act and the Indian Self-Determination Education Assistance Act, the way has been paved for community and tribal control of educational decision-making which must involve parents, the community and the tribe. Includes chapter on development of cultural-curriculum. A listing of community controlled schools and colleges is also provided. 51 pages.

Culture, Psychological Characteristics and Socioeonomic Status in Educational Program Development for Native Americans. W. Antell.

How Communities and American Indian Parents Can Identify and Remove Culturally Biased Books from Schools. Rebecca Robbins; 1979. This guide provides evaluation criteria for identifying textbooks and other instructional materials which convey an incomplete, inaccurate, or prejudicial image of American Indian people, either historical or contemporary. Factors contributing to such a biased perspective are reviewed and strategies for combatting racism in instructional materials are also given.

How to Search ERIC for American Indian Materials. Ramona Sandoval; 1979. A tool for librarians, tribal liaison persons, educational specialists or researchers to acquaint themselves with the educational materials collected by the ERIC system on American Indians-Alaska Natives. Explanations are provided on what ERIC is, definition of ERIC terms and reference tools, how to read an abstract and microfiche, and a directory of microfiche collections in states with significant Indian populations. Most importantly, a list of descriptors and identifiers used to describe and retrieve American Indian resources in the ERIC system is also included. 97 pages.

Literacy as Interethnic Communication: An Athabaskan Case. Ron and Suzanne Scollon.

Native American Women: A Perspective. Bea Medicine; 1978. Explores roles of American Indian women for anthropological, ethnographic, historical perspectives and their transition in contemporary society. Issues and challenges facing contemporary Indian women are also discussed.

Peer Group Evaluation of Narrative Competence: A Navajo Example. Margaret Brady. The focus of most studies of children's development of competence in narrative has been restricted to analysis of the kinds of cognitive abilities that children must have before they can tell a story successfully. The focus of this study, however, looks closely at the ways in which narrative competence is recognized within the peer group, based on the premise that within their own peer groups, children do recognize both competent and incompetent narrative performances and it is through these interactions within peer groups that real narrative competence is attained. The analysis also includes information on Navajo peer groups, acquisition and evaluation of narrative competence and structural features of narrative competence. Strong examples are also given.

Reflections on Cree Interactional Etiquette. Regna Darnell.

Resolving Discipline Problems for Indian Students: A Preventative Approach. Barbetta Lockhart; 1981. American Indian children are unique; their frame of reference, life experiences and value systems are vastly different from those of non-Indian children. Elements of Indian discipline are usually absent in the non-Indian classroom and the Indian child may react to traditional non-Indian discipline methods with seemingly negative behaviors. This book provides a direct and sensitive view of daily problem situations and makes a strong plea for educators to become more knowledgeable and accepting of Indian cultures. In turn, Indian community members, parents and children, must also become actively involved in education.

National Indian Council on Aging, Inc.
P.O. Box 2088
Albuquerque, N. Mex. 87103

American Indian Elderly: A National Profile. 1981. First ever research effort undertaken to document the life of older Indian and Alaska Native people nationwide. Examines in detail their economic and social resources, physical and mental health, capacity to perform the activities of daily living, housing conditions, transportation needs and receipt of services. Also examines characteristics of service providers currently serving Indian/Alaska communities, identifies federal programs and services which might be utilized by Indian aging programs. Concluding chapter presents broad policy recommendations for serving Indian elderly. Appendix presents charts of data findings. 185 pages.

National Institute of Education
Women's Research/Social Processes Team
Mail Stop No. 7
Learning and Development Unit
1200 19th St., N.W.
Washington, D.C. 20208

Conference on the Educational and Occupational Needs of American Indian Women. Valuable information resource containing ten papers presented at the 1976 conference which was attended by a select group of American Indian-Alaska Native women to determine and make policy recommendations to NIE. Topics include educational and employment status, boarding school effects, interaction of culture and sex roles in schools, relevancy of tribal interests and diversity in educational need assessments, health problems, Indian child welfare and the effects of transition from reservation to urban setting on the roles of American Indian women. Policy recommendations and the quantitative and qualitive analyses of information presented are also included, as well as a bibliography for each paper. 312 pages.

Native American Center for the Living Arts, Inc.
466 Third St.
Niagara Falls, N.Y. 14301

Houdenosaunee Heritage Studies Institute. Heather Koeppel, Director. Will develop 12 multi-media kits for grades K-12 focusing on the culture, history,

traditions, arts, and contributions of the six nations of Iroquois Indians. The kits will contain color slides, filmstrips, photos, cultural objects, and a teacher manual with lesson plans, bibliography, and community resources. Teacher inservice training sessions will be held to identify stereotypes in existing curricula, receive instruction in the traditional values and cultural contributions of the Iroquois, and discuss methods for presenting the kits in the classroom.

New York Columbia Press
New York, N.Y.

Learning to be an Anthropologist and Remaining Native. Bea Medicine; 1978. Medicine describes her experiences of learning to be an anthropologist while still retaining Indian values. Her identity as a Sioux created problems of professional identity when colleagues use her as an informant. Her identity as an anthropologist opens the door to similar exploitation by the Sioux, who view her as a counselor and a liaison to agencies outside the reservation community.

New York State Department of Education
Office of Cultural Education
Albany, N.Y. 12230

The First Americans: A Study Guide to the Videotape Series. Jennifer Chatfield, John F. Dority, Anna M. Lewis, Phillip H. Tarbell; 1978. This guide is designed to accompany the videotape series, The First Americans. Each of the 20 tapes is approximately 30 minutes long; the series equals approximately ten hours of viewing time. This study guide is separated into a unit on each of the tapes. Each unit contains a section on "What This Videotape is About," "Background Information," "Suggested Discussion Questions," and "Suggested Readings." The videotapes are especially useful for classes in health, social studies, languages, arts and humanities. Appendices include articles by Indian educators, excerpts from published books, a recommended bibliography, a map of California Indian tribes and an evaluation sheet/poll to be used as a follow-up activity for viewers. This poll which reveals attitudes/understandings about American Indians can be tallied and used as a basis for discussion and writing exercises.

North Slope Borough School District
P.O. Box 169
Barrow, Alaska 99723

Cultural/Historic Collection Process in a Culture of Transition: An Ethnic Heritage Studies Program. Shirley Holloway, Project Director. Snupiag Eskimo students will develop a library collection on the Snupiag heritage. In developing the library collection, students will be involved in many activities, including identifying and classifying artifacts, reproducing old photographs, conducting interviews, and selecting items which have significance to the Snupiag heritage. From this collection, materials will be selected for inclusion in a multicultural, bilingual inservice kit. The kit will be designed for use at teacher workshops and seminars which will help participants integrate local history and culture into the curriculum.

Ohoyo Resource Center
2301 Midwestern Parkway
Suite 214
Wichita Falls, Tex. 76308

OHOYO Bulletin. Sedelta Verble, Editor. A quarterly bulletin for and about Native American Indian women. 1979-83. Each issue covers topics of interest to Native American women including educational equity, visible American Indian-Alaska Native women, helpful resources and upcoming events.

OHOYO: Indian Women Speak. Sandra Osawa; 1982. Highlights Ohoyo's 1982 Northwest Conference, including part of keynote address, roles of Indian women, personal and financial resources, sovereignty. Tool for enhancing awareness of contemporary Native American Women. 30 min; 3/4" or 1/2" color videotape.

Ohoyo One Thousand: 1982 Resource Guide of American Indian-Alaska Native Women. Owanah Anderson; 1982. Contains biographical briefs on 1004 AI/AN women from 245 tribes and bands and 45 states. An extensive cross-index references the skills of women in 154 categories ranging from tribal council chairperson to private sector employment, including Indian leadership roles, education, health, and employment, women's advocacy activities in social programs, health, education and employment. 200 pages.

Transcripts of 1982 Ohoyo Northwest Conference. 1982. Presentations given at 1982 Northwest Conference provide Indian women perspectives on Indian legislation, sovereignty, women's roles and responsibilities, coalition building, education, funding options and private sector employment. Currently available are:

"Keynote Address," Rosita Worl
"Legislative Update," Deborah Brokenrope
"Sovereignty Panel," Shirley Hill Witt, Moderator; Susan Williams, Lucille Echo Hawk, Claudeen Bates Arthur, Jacqueline Delahunt, Deborah Brokenrope

"Women's Roles & Responsibilities," Janet McCloud, Moderator
"Where Do We Go From Here," Closing challenge by Roberta Ferron
Write Project for other titles.

Words of Today's American Indian Women: OHOYO MAKACHI. Sedelta Verble, Editor; 1982. Contains talks given by 32 American Indian women from 15 states and 25 tribes at Ohoyo's 1981 Oklahoma conference. The conference theme was "Indian Women at the Crossroads: Identifying Direction Finders," and examples of oratory included are perspectives on leadership development, status of Indian women in federal employment, changing roles of Alaska Native women, ERA and Indian women, educational equity, omission in textbooks, coalition building and combatting the squaw stereotype. 181 pages.

Robeson County Compensatory Indian Education Project
Box 1328
Lumberton, N.C. 28358

A Multi-Media Indian Studies Kit. Ruth Dial Woods, Project Director. This kit includes 29 study prints on early Indian life styles in North Carolina; 5 sound color filmstrips and cassette tapes on education, folkways, leaders and government; two books on the history and heritage of Indians in Robeson County; a resource booklet, booklets on Indian customs and traditions, Indian homes, Indian foods; an LP album, "Proud to be a Lumbee"; a booklet "Historical and Contemporary Leaders of Robeson County"; and the Curriculum Guide, United Native Instruction to Youth. For grades 4-12.

St. Paul Public Schools WEEA Project
Developing Multi-Media Curriculum Aids for Teaching About Minority Women
Gloria Kumagai, Director
Urban Affairs Department
360 Colborne
St. Paul, Minn. 55102

American Indian-Alaska Native Women Posters. A series of 20 posters portraying ten prominent American Indian-Alaska Native women who represent career fields ranging from writer to private business owner, nurse, doctor, professor, political advocate, artist, executive manager and teacher. The ten other posters feature Indian girls who aspire to have careers in these fields. See WEEA Publishing Center/EDC for other resources developed by Project.

Seneca Iroquois National Museum
Allegany Indian Reservation
P.O. Box 442
Broadstreet Extension
Salamanca, N.Y. 14779

Keeper of the Western Door. Midge Dean, Producer-Director. Eight 15-minute programs available from and about Seneca Indians, for grades 7-12. Each program has a teacher's manual with activities and games to reinforce the lesson. Programs all deal with Seneca culture: 1. Music and Dance of the Senecas, tells how Seneca make and use musical instruments; 2. Visit with a Seneca Artist (Carson Waterman); 3. Basketry, one of the oldest living basket-makers; 4. Beadwork, origins, designs, types of clothing and beadwork; 5. Preparing Seneca Foods (white corn basis for many); 6. History of Senecas; 7. Seneca Bilingual Class; 8. Visit to Seneca-Iroquois National Museum.

State University College at Geneseo
SUNY/Research Foundation
Geneseo, N.Y. 14454

The Invisible Ones: Indian Children in Suburbia. Through a series of six workshops, a model for training teachers working with American Indian students in Title IV (Indian Education Act) and mainstreamed classrooms will be developed. Participants will include teachers, Title IV staff, parents, students, and pre-service teachers. The six workshops will deal with goals clarification, evaluation and selection of media and materials, curriculum planning, instructional strategies, and evaluation procedures. The model will be disseminated to Title IV programs and other interested parties.

Taos Municipal Schools
Box 677
Taos, N. Mex. 87571

Taos Ethnic Heritage Programs. Roy Martinez, Director; 1977. Taos junior and senior high school students learn about the three major ethnic groups in Taos: Pueblo Indians (Tiwa), Spanish surnamed, Anglo Americans. Project produced five slide/cassette programs: 1. "Las Acequias" is a presentation on the irrigation system; 2. "La Cienega Harvest Festival of '76 and Los Moros Y Christianos" describes Rancho de Loas Golondrinas in La Cienega, N. Mex., and the celebration of the annual Fall Festival; 3. "Faces of Taos" is a look at the different kinds of people who live in Taos, the different seasons, and the

community; 4. "La Matanza" shows the traditions surrounding the butchering of a hog; 5. "The Bataan Heroes of Taos" treats the veterans of Taos who fought in the Pacific during World War II.

Touching Leaves Indian Crafts
927 Portland
Dewey, Okla. 74029

Lenape Language Lessons. Nora Thompson Dean. Producer is one of the few remaining speakers of the language. First in a series of tapes. Lesson one consists of a drill on the sounds of Lenape through the use of vocabulary; includes a section on greetings in Lenape. Lesson two is composed of common phrases, weather expressions, kinship terms and numbers. Lenape word given, then English, then Lenape repeated. About 250 word vocabulary. Each lesson about 15 minutes. Book contains English-Lenape and Lenape-English vocabularies.

Tulalip Tribes
Maureen Hoban, Project Director
6700 Totem Beach Rd.
Marysville, Wash. 98270

Tulalip Vocation Education. The purpose of this project is to develop, implement, and establish a model vocational education extended program, based on stated needs, to serve a special target group of vocationally disadvantaged students onsite at the Tulalip Indian Reservation. Fourteen areas of vocational training needs have been identified and prioritized. The curriculum will be the same as that of current college programs adapted to the needs of the reservation. In addition to the traditional lecture sessions, the program will include experiential training. After students have successfully completed basic vocational training onsite, the college will work cooperatively with the tribes to enroll students in on-campus programs for advanced training in their vocational specialities. An advisory committee will provide assistance in developing the evaluation tools. Students, staff, and the advisory committee will evaluate the project in writing.

UNIPUB
345 Park Avenue, South
New York, N.Y. 10010

Indian Women and the Law in Canada: Citizens Minus. Explores Canadian legislation and the consequences of its application to Indian women who marry non-Indian men. 108 pages.

UTETC
American Indian Curricula Development Program
3315 S. Airport Rd.
Bismarck, N. Dak. 58501

Arts and Crafts. Slide tape show. Familiarizes students with the various arts and crafts used by the Indians and how Mother Earth was made use of when making the dyes and other materials used for their crafts. Intermediate level. 13 minutes.

As Beautiful as the Roses. Slide tape show. Gives meaning to traditional Indian music as it is unfamiliar to many young people and adults, breaks down Indian stereotypes, shows students that Indian music is changing and creative, that music conveys many things. Intermediate level. 14 minutes.

Celebrations of Life. Slide tape show. Deals with Plains Indian ceremonies. The concepts developed are the relationship of Indian ceremonies with nature, artifacts used in ceremonies and their symbolism, and individual and group ceremonies. Intermediate level. 15 minutes.

Indian Communities. Slide tape show. Develops understanding of a community and why different types of homes exist. Shows that everything used in building a shelter was provided by nature. Aids in understanding the "centers" in today's community. Primary-elementary level. 6½ minutes.

Indian Families. Slide tape show. Exposes and enriches primary students' understanding of the traditional and contemporary Indian family. Encourages student awareness of the close family relationship between each one of its members. 7 minutes.

Indians and Big Game Animals. Slide tape show. Familiarizes students in grades 3-6 with many of North Dakota's large animals, some of which are now extinct in the state. Emphasis is placed upon the Indians' uses of these animals.

Indians and Fur Bearing Animals. Slide tape show. Familiarizes elementary students with animals of North Dakota that are fur bearing. Emphasis is on how the Indians made use of all these animals. 9 minutes.

Indians and Time. Slide tape show. Illustrates the many names applied to the moon by various Plains Indian Tribes. Designed to correlate the moon and its names with the names used for the 12 months of the year. Elementary-intermediate levels. 8 minutes.

Indians Homes. Slide tape show. Designed to show both modern and traditional Indian homes. Emphasis is placed upon traditional homes of North Dakota Indians. Primary-elementary level. 7½ minutes.

Learning From Each Other. Slide tape show. Designed to show students what school was like for Indians long ago. Portrays the skills children needed to learn for adulthood, and how they learned these skills. Primary level. 3½ minutes.

Little Brave Bear and the Animals. Slide tape show. Introduces some of North Dakota's animals to the students, particularly in grades 2-5. 7 minutes.

MAGHIDI MIA (Corn Woman). Slide tape show. Designed for grades 5 and up. Memories of an elder woman, telling of her life and times in an Indian village. Elementary-intermediate level. 10 minutes.

Medicine of the Flowers I. Slide tape show. Familiarizes and/or introduces grades 4 and above to some of North Dakota's summer wildflowers. The emphasis is on Indian uses of the many plants. Included are plants used for medicines and foods, which bloom in June and July. 11 minutes.

Medicine of the Flowers II. Slide tape show. Familiarizes and/or introduces students in grades 4-6 with some of the wildflowers found in North Dakota. 15 minutes.

Medicine of the Shrubs. Slide tape show. Familiarizes students in grades 5 and above with the many shrubs found in North Dakota. The main emphasis is placed upon the use of the shrubs by North Dakota Indians. 14 minutes.

Memories. Slide tape show. Acquaints students at intermediate level with various Indian leaders and their natural respect for their country. Also gives the students a conceptual insight into the plight of the Indian when the White society came West. 13 minutes.

Messengers of the Sky. Slide tape show. Introduces students in grades 3-6 with some of the birds found in North Dakota. Emphasis is placed upon the importance of these birds to the Plains Indians. 10 minutes.

Our Animal Friends. Slide tape show. Designed to introduce a few of North Dakota's common animals to the primary student. In rhyming verse children are told about these animals and how Indian people used them. 2½ minutes.

Plains Indian Food. Slide tape show. Designed to show students some of the foods obtained by Plains Indians. It is for grades 5 and up. Could be shown in two parts. 8½ minutes.

Small Prairie Land Animals. Slide tape show. Familiarizes primary and elementary students with many of the smaller animals found in North Dakota. Emphasis is placed upon the Indians' use of the animals for medicines, food, clothing and decoration. 8 minutes.

Tatanka. Slide tape show. Shows the role played by the buffalo in the lives of the Plains Indian peoples. Elementary level. 9 minutes.

Trees Used by Indians. Slide tape show. Familiarizes students in grades four and above with trees found in North Dakota. The main emphasis is placed upon the use of the trees by North Dakota Indians. 12 minutes.

We Are All Brothers. Slide tape show. Reinforces important and hard to understand concepts in Plains religion. It lends itself to deep and thoughtful consideration and will no doubt be of great interest to young minds. Intermediate level. 11 minutes.

See Curriculum Section for additional materials.

U.S. Government Printing Office
Superintendent of Documents
Washington, D.C. 20402

Characters in Textbooks: A Review of the Literature. Clearinghouse Publication No. 62. Jeana Wirtenberg and others; May 1980. Studies on the portrayal of minorities, older persons, and females in elementary and secondary school textbooks used in the 1970s are reviewed in this publication. The studies are divided into the following categories: American Indians, blacks, Hispanics, Asian and Pacific Island Americans, religious groups, older persons, and females. In the latter section (females), reading textbooks, mathematics textbooks, science textbooks, and foreign language textbooks are discussed separately. Also included in this publication is a review of the literature on effects of textbooks on children's attitudes, personality development, academic achievement, and career aspirations and attainment. 23 pages.

Energy Resource Development: Implications for Women and Minorities in the Intermountain West. Contains selected papers presented at a consultation sponsored by advisory committees to the U.S. Commission on Civil Rights which discuss the socioeconomic effects on women and minorities that accompany energy production and development. While it appears that such production would be a boom to people of the region, inciteful commentaries reveal that minorities and women are not receiving an equitable share of the benefits and, in some areas, are being adversely affected. Effects of the large influx of outsiders, disparate energy pricing, increased reports of violence toward women and child abuse in boomtowns and inadequate police response, and the increased rate of suicide attempts by women in such situations are among the topics explored. In addition, an entire section is devoted to the impact of energy development on Indian people and reservations. 220 pages.

Indian Tribes: A Continuing Quest for Survival. 1981. Report of the U.S. Commission on Civil Rights which explores situations during the last decade that have exacerbated existing civil rights problems for Indians. Covered are recent congressional and judicial decisions made in reaction of non-

Indians against Indians and their interests, major events in Federal-Indian relations and their significance, major concepts and premises of Federal Indian law, conflicts between tribal interests and non-Indian interests producing allegations of racial discrimination, relationship between tribal governments and state and local governments, and detailed case studies which trace the historical origins of the conflicts and focus on the role played by various governments throughout various stages of the crises. A summary chapter with findings and recommendations by the Commission is also included. 192 pages.

Window Dressing on the Set: Women and Minorities in Television. 1977. Report of the U.S. Commission on Civil Rights' survey of the portrayal of women and minorities in television from the 1950s through the '70s. Television is the most powerful communication medium in the U.S. Those who are made visible on it become worthy of attention and concern with lasting impressions; those whom television ignores remain invisible. While improvement can be seen in the last decade, women and minorities, particularly minority women, continue to be stereotyped and underrepresented in both programs and employment.

University of California-Berkeley
Native American Studies
3415 Dwinelle Hall
Berkeley, Calif. 94720

American Indian Women: Problems of Communicating a Cultural/Sexual Identity. Clara Sue Kidwell; 1976. In traditional American Indian cultures, sex roles were clearly defined and women were the keepers of the home, child bearers, and food gatherers. Sometimes, however, stereotypes and preconceptions become barriers to cross-cultural communication. For instance, feminists who see themselves as victims of a male-dominated society cannot assume that Indian societies are male-dominated in the same way as their own nor that the system of rewards for being a wife and mother is the same in Indian society as in the dominant society. In one survey, 61 Indian women college students indicated a wide latitude in their knowledge of or definition of women's roles in their tribal cultures. The factors involved in a sense of cultural/sexual identity for Indian women may include language differences, participation in tribal ceremonies, residence on a reservation, or attendance at week-end pow-wows. Within their own communities these strategies are generally associated with the respect for the role of wife and mother that persists in Indian communities. For college and professional Indian women, communication strategies may be those of trying to inform people about Indian values or traditions and of helping break stereotypes. 10 pages.

University of Michigan
School of Natural Resources
Ann Arbor, Mich. 48109

The Social Impact Assessment of Rapid Resource Development on Native Peoples. Rayna Green, Ed. U.S. tribes are believed to own at least 40 percent of the nation's uranium reserves, 30 percent of western coal and meaningful portions of the country's oil shale, geothermal, natural gas and petroleum reserves. This study provides tools for preserving traditional values on the one hand and for pursuing development on Native terms on the other. Gives perspective of natural resource development from American Indian point of view.

University of Michigan Television Center
National Educational Television
Ann Arbor, Mich. 48109

Silent Heritage: The American Indian. Shirley Hill Witt; 1966-67. An 11-part series of ½ hour programs.

University of Nebraska
Teresa LaFromboise
31 D Teachers College
Lincoln, Nebr. 68588

Assertion Training with American Indians. Teresa LaFromboise; 1979. Training manual designed to aid educators, human development specialists and mental health professionals in developing assertiveness training programs with American Indian people. The competitive American value system is fundamentally alien to Indian ways and many Indian people act in what is considered a passive, non-assertive manner. Assertion training could serve as an intervention strategy helpful to American Indians in making the transition from a state of oppression to self-determination. "With" was used in title as a means of indicating the preferred trainer role of providing assistance rather than role of expert dispensing what is "needed." Among topics covered are Indian rights and responsibilities, Indian non-verbal communication, message matching, assertive behavior, practical and ethical considerations for trainers, and assessment module. Spiral bound; 260 pages.

University of Nebraska
Nebraska Curriculum Development Center
338 Andrews Hall
Lincoln, Nebr. 68588

The Hollow of Echoes: Stories of the Winnebago. With Felix White, Sr. Videotape, 3/4 inch, one-hour cassette. Grades 4-6.

Mr. Fool Bull Reminisces. Narration by Paul Olson. Videotape, 3/4 inch, one-hour cassette.

Omaha Art. Slide presentation (109 slides). Paintings by W. Wade Miller and other examples of Omaha culture, script by Wade Miller, Paul Olson, and Rosemary Bergstrom. Grades 9-12.

The Omaha Tribe: A View of Macy, Nebraska, and Its People. Script by Mel Krutz. Slide presentation (34 slides). For intermediate grades.

The Omaha Tribe War Dance of June 30, 1979, at Macy, Nebraska. Script by Mel Krutz. Slide presentation. Grades 9-12.

Pawnee Culture as Told by Garland Blaine. Videotape, 3/4 inch, one-hour cassette.

The Pine Ridge and Rosebud Reservations, The Sun Dance, and The Giveway. Script by James Gibson. Slide presentation (106 slides). Grades 9-12.

Resource Packets. These resource packets are available for intermediate level: The Santee People, The Winnebago People, The Teton Sioux People, The Pawnee People, The Oglala Sioux People, The Sioux Religion.

The Santee Reservation. Script by John Shaw and James LaPointe. Slide presentation (68 slides). For elementary students.

Santee Story-Telling and Culture. Videotape, 3/4 inch, one-hour cassette.

Traditional and Modern Sioux Art. Script by Paul Olson. Slide presentation (79 slides). Grades 9-12.

Traditional and Modern Winnebago Art. Script by Woesha Cloud North. Slide presentation (49 slides). Grades 9-12.

Traditional Pawnee Art. Script by Paul Olson. Slide presentation (46 slides). Adult level.

A True Story: The Oral Tradition of the Omaha. With John and Suzette Turner. Videotape, 3/4 inch, one-hour cassette.

Tunkasila Fool Bull, Lakota Sioux Elder. Videotape, 3/4 inch, one-hour cassette for grades 9-12.

The Upstream People: Traditions of the Omaha Tribe. With John and Suzette Turner. Videotape, 3/4 inch, one-hour cassette for elementary use.

The Winnebago Reservation. Script by Woesha Cloud North and Delmar Free. Slide presentation (65 slides). For elementary use.

See Curriculum Section for related materials.

University of Wisconsin-Eau Claire
American Ethnic Coordinating Office
Eau Claire, Wis. 54701

Teaching Human Relations. Janet Wilson, Ed.D. Syllabus for teaching human values. It is not limited to American Indians, but is a general concept appropriate to teaching the appreciation of a variety of cultural values. Curriculum goals, instructor behavioral objectives and student behavioral objectives are all given. A course outline designed for three 50-minute class periods for 15 weeks is detailed. Reading assignments, filmstrips, and films to be used, and group activities are described in this syllabus. A three page bibliography is included and resources of videotapes, films and filmstrips are listed with their sources and current rental fees.

Upstream Productions
3926 N.E. 105th St.
Seattle, Wash. 98125

I Know Who I Am. Sandra Johnson Osawa, Writer/producer. Videotaped in Pacific Northwest on the Makah, Puyallup and Nisqually Reservations. Focuses contemporary Indian families and examines values of the family to Indian people and greater society. Families and individuals discuss the importance of traditional family dances and Indian family life, past family values, family participation in political issues, and Indian Child Welfare Act. Nominated for Emmy Award. 30 minutes.

Wisconsin Department of Public Instruction
American Indian Education Program
125 S. Webster St.
Madison, Wis. 53702

American Indian Music and Dance Series. Six 1/2 hour, 3/4" video cassettes on various subjects pertinent to traditional and contemporary Native American song and dance.

Native Art Forms: Some Contemporary Extensions. Rosalie M. Jones. Utilization of American Indian tradition to stimulate the individual to creativity within the contemporary performing arts' mediums: segments on the courting flute, story-telling, contemporary dance and music, masks and poetry. 3/4" video cassette; 1/2 hour.

Native Musical Instruments. Edward Benton Benai. The viewing of traditional instruments, with explanation of their function and use, and examples of song and dance. 3/4" video cassette; 1/2 hour.

Native Song and Dances: A Scholarly Approach. Charlotte Heth. Presentation of curriculum and methods in teaching American Indian music. Actual sequences of teaching music and dance to a group. 3/4" video cassette; 1/2 hour.

The Singer in American Indian Culture. Jeremy Rockman and Joe Rose. An introduction to the meaning and function of the traditional Indian singer within his society. 3/4" video cassette; 1/2 hour.

Teaching the Indian Way. Lynn Hueneman. Orientation for teachers of Indian children which looks at traditional ways of Indian teaching, and how those methods can be applied today in the contemporary classroom. 3/4" video cassette; 1/2 hour.

The Transcription of American Indian Music. Lynn Hueneman. A visual and verbal description of the process of transcribing American Indian music to western notation systems, and the value of using such a process in the classroom. 3/4" video cassette; 1/2 hour.

With Drum and Song--Wisconsin Indian Dance. Rosalie M. Jones. Describes basic features of dancing and singing of Wisconsin Indian groups; men and women's straight and fancy dance, Veterans Dance, Women's Shawl Dance, Two-Step, etc. Wisconsin Indian dancers demonstrate. 3/4" video cassette, 1/2 hour.

Wisconsin Woodland Indian Project
Rhinelander School District
Rhinelander, Wis. 54501

The Bone Game. Barbara Keresty; 1981. This unit gives the rules for an Ojibwa bone game. Instructions have been recorded on a cassette tape. Students listen to the tape, then play the game with deer bones, leather strips, a bead, a thimble, and a needle. A score of 100 wins the game.

Domestic Ethnic Exchange and Curriculum Development. Nancy Kelly, Director; 1975. Project involved high school students from four ethnic groups; developed five filmstrips and learning activities which can be used by members of any group wanting to learn more about their ethnic heritage. One ethnic group represented was Choctaw Indians from the Southeast. Being a Choctaw presentation shows the contrast between old and new ways and the relationship of Indians to the dominant Anglo-culture.

Learning to Count. Barbara Keresty; 1981. Numbers one through ten were recorded on a cassette tape in six Indian languages. The student listens to the tape and decides which language he/she wants to learn. The student then listens to a tape of the language he/she has chosen and at the same time compares cards with the printed word and number. The student will make a counter by threading acorns onto a piece of yarn. These acorns may be moved along the yarn as he says the numbers. The languages available: Stockbridge/Munsee, Winnebago, Oneida, Potawatomi, Menominee, and Ojibwa.

See Curriculum Section for written materials.

Women's Educational Equity Act (WEEA)

WEEA was enacted in 1974 to "provide educational equity for women and girls in the United States." It authorized funds for model educational projects which can be adapted to fit many different needs and to assist individual school districts in their attempts to provide equal opportunities for both sexes. As a result, a number of products have been developed to assist school districts, curriculum developers, employers, counselors, colleges and universities in providing equal opportunity for both men and women. The following list is a sample of the products/programs which relate to Indian women and girls.

PRODUCTS:

WEEA Publishing Center/EDC
55 Chapel St.
Newton, Mass. 02160

American Indian Women. Sharon Day-Garcia, Contributor; Gloria Kumagai, Project Director. Developed in conjunction with St. Paul, Minn. Public Schools' WEEA Project, this unit includes a filmstrip and guide portraying Indian women as they really are in a cultural setting to overcome stereotypic views held by many. See St. Paul Public Schools' WEEA Project for other resources.

America's Women of Color: Integrating Cultural Diversity into Non-Sex-Biased Curriculum. Gloria Kumagai, Project Director. Developed by St. Paul, Minn. Public Schools' WEEA project, this is a curriculum development and training program that helps classroom teachers and administrators learn about the needs, status, and contributions of minority women. Lesson plans, worksheets, activities, and resources for American Indian, Asian and Pacific women, Black and Hispanic women are included. Five sound filmstrips plus elementary and secondary curricula make the program available for use in teacher workshops, as well as the classroom. See St. Paul Public Schools' WEEA Project for other resources.

In Search of Our Past: Units in Women's History. 1980. Unit 1: "Native American Women in Pre-Columbian America" recounts traditional roles of women primarily concentrating on Indian women of the Southwest. Presents women as leaders, healers, mothers, artists and the carriers of culture. Includes suggestions for student activities.

Resource Guide of American Indian-Alaska Native Women. Owanah Anderson and Sedelta Verble; 1980. A "first of its kind." This is a resource guide which provides identification of and information about 631 American Indian and Alaska Native women. The focus is on contemporary expertise and activities of Indian women in a variety of professions and skills from diverse geographic locations. This is a very useful guide to the identification of many Indian women involved in many different kinds of occupations. 213 pages. For 1982 update, see Ohoyo Resource Center in this section.

Women, Numbers and Dreams. Teri Hoch Perl and Joan M. Manning; Analee Nunan, Graphic Designer; 1980. Funded by Women's Educational Equity Act, this resource manual contains biographies of contemporary women who have succeeded in math oriented professions. Edna Paisano (Laguna Pueblo) is one of the women profiled. Math activities are included throughout the manual. 257 pages.

PROGRAMS:

Blackfeet Community College
P.O. Box 819
Browning, Mont. 59417

Women's Resource Center. Carol Juneau, Francis Onstad, Directors. The center provides counseling services for women students, education and training programs to increase opportunities for unemployed and underemployed reservation women, and technical assistance to local school personnel in Title IX and educational equity for Blackfeet girls and women. The Center also developed an information resource center which will collect and disseminate information on Native American women's roles (traditional and modern) and today's opportunities and expectations for Native American women. Materials on women's rights, legal services, employment opportunities, consumer issues, and other important concerns will also be collected.

Educational Services Center
Indian Education Department
807 N.E. Broadway
Minneapolis, Minn. 55413

Educational Equity for Minnesota Indian Girls: Assessment and Planning for Special Mathematics Programs. Rosemary Christenson, Director. Purpose is to gather information on enrollment of Indian girls at the junior and senior high school levels in various mathematics courses, on their performance in these courses, on attitudinal data toward mathematics from school districts and analyze existing data on the Minnesota School Affect Assessment and disseminate preliminary assessment results to Indian parents, students and educators. An annotated bibliography of materials relating to Indian girls and math is also available.

Ohoyo Resource Center
2301 Midwestern Parkway, Suite 214
Wichita Falls, Tex. 76308

Ohoyo Resource Center. Owanah Anderson, Director. Founded to increase the visibility of American Indian-Alaska Native women and broker their expertise to both tribal communities and dominant society by presenting annual conferences and developing the following products: Resource Guide of American Indian-

Alaska Native Women, 1980; OHOYO ONE THOUSAND: Resource Guide of American Indian-Alaska Native Women, 1982; Words of Today's American Indian Women: OHOYO MAKACHI; Native American Women: A Bibliography (available from Indiana University Press; see Bibliography Section); OHOYO bulletin. For a complete description of the Center's products, see Ohoyo Resource Center in this section.

University of Nebraska-Lincoln
Teresa D. LaFromboise
31 D Teachers College
Lincoln, Nebr. 68588

Professionalization of American Indian Women. Teresa D. LaFromboise, Director. Objectives are to address the issue of professional and academic discrimination of Indian women and reverse the under-representations of Indian women in higher education by increasing their chances of successful completion of higher education programs and maintaining positive relationships with family members and tribal communities. In order to do this and survive in competitive non-Indian environment, Indian women and girls must learn coping skills and behaviors. Activities include presenting conferences to explore career choices, role model professional Indian women, orient high school girls to campus life, and assertion training. Products will include a final report, videotape on job interviewing skills and a training manual on Assertion Training with American Indian Women.

For a complete catalog of products, contact WEEA Publishing Center/EDC.

Yavapai-Prescott Indian Tribe
P.O. Box 348
Prescott, Ariz. 86301

A Three-Part Vocational Program. Patricia McGee, Project Director. This three-year project is designed to meet the needs of tribal members for appropriate skill training to obtain adequate employment. The program is divided into three phases: (1) career orientation for junior and senior high school students; (2) assessment and workshop instruction for the unemployed and underemployed; (3) a pilot training program in construction. Men and women in the tribe who are over age 16 and are unemployed, underemployed, and/or in need of new skills to obtain employment, are eligible for this program. Interest surveys and aptitude tests will be administered to participants, and hands-on experience will acquaint them with selected occupations. Since training/retraining for women is of prime importance in solving employment problems of the tribe, they are to be included in all three phases of the project.

Yukon Dept. of Education
White Horse, Yukon Territory
Canada

When the World Began: A Yukon Teacher's Guide to Comparative and Local Mythology. Julie Cruikshank. Written in three sections, this guide is a source book for English and social studies teachers who would like to encourage students to understand and appreciate mythology. Part 1 of this guide is discussion of themes in northern mythology, particularly Athabaskan mythology in the Yukon. Part 2 presents ways in which Yukon mythology could be used in grades 1 to 7 social studies and grades 8 to 12 English. Part 3 is a thematic and comparative guide to stories in "My Stories Are My Wealth" for teachers specifically interested in Yukon mythology.

ADDENDUM:

Humboldt County Office of Education
Northern Indians California Education Program
901 Myrtle Ave.
Eureka, Calif. 95501

Northern Indians California Education Program. Developed by an all-Native American Policy Council of tribal community members from six Northwest California counties. Some of the materials of the 103 items available are sound filmstrips, posters, coloring pages, extensive teachers' guidebooks, and other products which can be utilized for grades K-8. Contact source for complete catalog of available products.

M. Annette Jaimes
2402 E. University
Tempe, Ariz. 85281

A Curriculum Alternative: A Literary Approach to Indian and Non-Indian Values and Motivations in the History Content. 1982. A curriculum proposal using the literary approach to recognizing values in currently available social studies materials for a more objective comprehension of different perspectives about historical events, specifically in regard to American Indians. Emphasis is on making the reader think of motivations for actions and interactions based upon values and outcomes resulting from conflicting value systems. Reading and English skills are also emphasized. Author gives sample from a major history text and analyzes events according to main characters, situations, motivations,

Boston Indian Council
105 S. Huntington Ave.
Jamaica Plain, Mass. 02130

Project ADVANCE. Yvonne Wynde, Director; 1984. First year of 3-year program, ADVANCE (Acculturated Design Version of American Natives' Continuing Education) is a curriculum development and demonstration project with the aim to improve educational and employment opportunities for American Indian adults nationwide. Final product, ADVANCE Curriculum for Indian Adults, will be (1) adaptable to local tribal cultures, (2) applicable to both reservation and non-reservation settings, and (3) useful as a functional literacy training tool. Contents include bicultural, bilingual, literacy, basic education and GED preparation and vocational training.

BIBLIOGRAPHY SECTION

AHM Publishing Corporation
Arlington Heights, Ill. 60004

The American Indian: Language and Literature. Jack W. Marken, Compiler; 1978. The focus of this bibliography is on the productions of American Indians. The entries are organized along geographical patterns where the United States is divided into regions from west to east. These are sub-divided into tribes within the regions. Each of these areas lists general literature and general language entries. In addition to the geographic region divisions, there are categories of general literature, general language, bibliography, and autobiography. Entries are indexed by authors' names and by tribes. 205 pages.

AMS Press
56 E. 13th St.
New York, N.Y. 10003

A Bibliography of the Navajo Indians. Clyde Kluckhohn and Katherine Spencer; 1940, reprint 1970.

Alaska State Dept. of Education
Pouch G
Juneau, Alaska 99811

Bibliography of Educational Publications for Alaska Native Languages. Jane McGary, Compiler; 1978. Both Indian and Eskimo-Aleut languages are covered in this annotated bibliography of Alaska Native languages. Listings for each language are broken down into general works, reference works, materials on bilingual education where there are any available, and educational materials. In many cases the last category is extensive enough to require further subdivision. Only print materials have been included. Annotations are descriptive rather than evaluative. The following languages are covered: (1) Tlingit, Haida, and Tsimshian; (2) the Ahtna, Han, Holikachuk, Ingalik, Koyukon, Kutchin, Tanacross, Tanaina, Tanana, Upper Kuskokwim, and Upper Tanana varieties of Athabaskan; and (3) Aleut, Alutiiq, Central Yupik Eskimo, Siberian Yupik Eskimo, and Inupiaq Eskimo. 153 pages.

Alberta Department of Education
Edmonton, Alberta
Canada

Natives of North America: A Selected Bibliography to Improve Resource Availability in Native Studies Programs. Owen Haythorne and others; 1974. Curriculum material citations relevant to the Native peoples of Alberta, Canada. Includes books, multi-media materials, periodicals, and other educational resources keyed to primary, junior and senior levels. Criteria for selection included availability, pertinence to Native groups in Alberta, and quality of the item according to format, intercultural sensitivity and avoidance of ethnocentricity.

All Indian Pueblo Council, Inc.
1015 Indian School Rd., N.W.
Albuquerque, N. Mex. 87197

Bibliography of Theses and Published Books on Pueblo Indians of New Mexico. 1972. Lists titles, authors, and sources of theses and published books on each of the 16 New Mexico Pueblos. A separate section is devoted to citations of works on Pueblo Indians in general. The number of listings for each Pueblo varies, but the general section on Pueblo Indians lists 50 theses and 292 published books, some of which date back to the late 1800s. Topical references include history, culture, archaeology, art, and education.

American Association for the Advancement of Science
Project on Native Americans in Science
1776 Massachusetts Ave., N.W.
Washington, D.C. 20036

Inventory of Projects and Programs in Science for American Indians. Rayna Green, Shirley Mahaley Malcolm, Jean L. Kaplan; 1976. Listing and description of various projects and programs involving Indians in science and technology and engineering, etc. Includes addresses and directors.

Selected Bibliography of Works Related to Native American Science Education and Manpower Development. Rayna Green; 1976. Reference for career development and science related materials.

American Friends Service Committee's Maine Indian
Box 286
Orono, Maine 04473

The Wabanaki: A Selective, Annotated Bibliography. Eunice Baumann-Nelson. References 300 works about Maine Indians.

American Library Association
50 E. Huron St.
Chicago, Ill. 60611

A Source Bibliography in Native American Studies. Mary Gloyne Byler with Michael Dorris and Arlene Hirschfelder; 1979.

Association on American Indian Affairs
432 Park Ave., South
New York, N.Y. 10016

American Indian Authors: A Representative Bibliography. Arlene Hirschfelder; 1970. All works in this bibliography are listed under the names of Indians who narrated or wrote them rather than under the name of the editor or compiler. The bibliography lists the authors'/narrators' names and works under tribal headings. This bibliography is followed by a listing of anthologies of American Indian oral and written literature and a listing of periodicals published by American Indian tribes and organizations.

American Indian Authors for Young Readers: A Selected Bibliography. Compiled by Mary Gloyne Byler; 1973. Six hundred children's books were examined during a four-year period. Most of these were rejected because of obvious stereotyping, offensive attitudes, and misconceptions. The final bibliography is limited to American Indian authors. Some of the books listed would not ordinarily appear in a listing of books for children but may be read and shared by older students, teachers, or parents.

Brigham Young University Press
Provo, Utah 84601

Bibliography of Nonprint Instructional Materials on the American Indian. R. Irwin Goodman; 1972. References audio-visual and other non-print materials for classroom use.

Bureau of Indian Affairs
Office of Indian Education Programs
18th and C Streets, N.W.
Washington, D.C. 20240

An Annotated Bibliography of Young Peoples' Books on American Indians. Sandra J. Fox; 1973. References children's books on American Indians. Approximate grade/age levels are given.

An Annotated Bibliography of Young People's Fiction on American Indian Curriculum Bulletin No. 11. Compiled by Jan McCarthy Graustein; 1972. References over 250 books of children's fiction, most of which have Indian people as the central characters. A few stories are included in which White people figure prominently but the story conveys a good picture of Indian culture. Approximate grade/age levels are given. The first section of the bibliography lists books alphabetically by tribes. Another section lists titles alphabetically by author; this section is annotated.

Dakota Press
Vermillion, S. Dak. 57069

The Indians and Eskimos of North America: A Bibliography of Books in Print Through 1972. John W. Marken.

Dartmouth College
Native American Science Resource Center
305 Bartlett Hall
Hanover, N. H. 03755

Bibliography of Materials on American Indian Energy/Natural Resources: Policy Assessment, Planning, Development. Rayna Green. Plans are to update and expand this bibliography to 500 items. Currently, categories include: AAAS Project on Native Americans in Science Publications, Energy and Indians: General, Energy/Resources: assessments, Policy Issues/assessments, Indian Scientific/Technical Professional Associations/Advisory Councils, Socio-Economic Issues/Manpower, Natural Resources, Power, Films and Audiotapes, Projects and Programs in Engineering and Technology, and an Addendum.

ERIC/CRESS
Box 3AP
New Mexico State University
Las Cruces, N. Mex. 88003

American Indian Enrichment Activities, Mini Review. Sally Kosnick. Annotated bibliography of supplementary resources, including coloring books and music, art and craft activities, and multicultural information.

American Indian Searches. Lists 32 searches compiled by ERIC of American Indian-Alaska Native Resources on file in the ERIC system. Approximately 1300 citations are available through the searches.

Approaches to Bilingual/Bicultural Education of the American Indian: A Survey of Periodical Literature, 1967-77. Kay C. Paris; 1977. Lists approximately 300 English language periodical articles dating from 1967 to 1977 that are directly concerned with methods, projects, teacher education, and curriculum developments in bilingual/bicultural education of the American Indian. The entries are organized by topic: General, Federal Guidelines and Funding, Community Involvement, Preparation of Education Personnel, Curriculum and Methods, Testing and Research, and Demonstration Programs. Listed alphabetically by author, the entries include author's name, title, and periodical data. An annotated list of eight reference sources, with the retrieval terms used in searching each one, is included. 25 pages.

Gallup McKinley County Schools
Gallup, N. Mex. 87301

Navajo and Zuni: A Bibliography of Selected Materials. 1975. No attempts at selectivity, critical appraisal or value judgment are made in the revised, partially annotated bibliography of 1500 entries which focuses on materials printed by and about Navajo and Zuni Indian Tribes. Intended to acquaint elementary and secondary educators with the wide variety of materials available for classroom use to enhance the self-concept of the Indian student. Entries for books published between 1928 and 1974 are contained in two book sections, one for Navajo themes and one for Zuni and alphabetized by author and divided into Fiction, Non-fiction, and General. Publication date, publisher's name, latest price (if available), and type of binding are given for each book. Arbitrary judgments as to reading and interest levels are sometimes included. Annotated listings of films, filmstrips, discs, tapes, cassettes, multi-media kits, pictures, maps, transparencies, museums and agencies are alphabetized by title and organized by type in the Audiovisual Aids Section. A Book Publisher's Index and Media Publisher's Index are also included.

L.P. Goodbuy Records and Tapes
909 W. Coal Ave.
Gallup, N. Mex. 87301

L.P. Goodbuy Records and Tapes. 1979. This is a catalog of Indian record albums, 8-track tapes, and cassettes. It lists over 250 tapes and records from all over the United States and Canada of Native American songs and chants.

Greenwood Press
Westport, Conn. 06880

Bibliography of North American Indian Mental Health. Carolyn Attneave with Dianne R. Kelso; 1981. Prepared under the auspices of White Cloud Center listing materials appropriate for mental health and social service programs.

Idaho State University
Pocatello, Idaho 83209

Multicultural Ethnic Studies: An Inservice Program. Bori Lynn Gilliard, Director; 1975. Project developed a select bibliography on ethnic studies with a multicultural interdisciplinary focus. About 1,800 items included in six divisions: sociology, history, literature and culture, language, English as a second language, and education. Ethnic groups include Native Americans.

Indian Health Service
Office of Mental Health Programs
Quality Assurance and Training
2401 12th St., N.W.
Albuquerque, N. Mex. 87102

Catalogue, Materials Resource Center. Revised 1982. An annotated listing of films, video cassettes, audio cassettes, overhead transparencies, and training manuals and kits for use in Indian mental health programs. Some of the topics include aging, child development, counselor training, substance abuse and Indian culture. A majority of the resources listed are Indian specific. Helpful for school counselors and teachers.

The Indian Historian Press, Inc.
1451 Masonic Ave.
San Francisco, Calif. 94117

Index to Literature on the American Indian. Jeannette Henry. This volume is an indexing of available source material on the Native American. It is an alphabetical index by author, tribes, and subject areas. Periodicals are listed in a separate section. Most of the publications noted are published by Native American organizations or tribes. Students, scholars, teachers and research workers find this one of the most valuable guides in the study of Indian history and current events. Each yearly volume averages 250 pages.

Native American Literature: A Course Outline with Bibliographies. William Brandon. There is a general university course outline followed by a four-page essay which describes a methodology for teaching the course. Course requirements and goals are given. There is a two-page listing of required readings and a longer (13-page) bibliography of suggested materials, an 8-page bibliography of Recommended Background Reading, and two pages of Basic Titles for Reference.

Revised Bibliography of Indian Musical Culture in Canada. Ian L. Bradley; 1977. This is a 135 item bibliography of American Indian musical culture in Canada. A brief description of Canada's Indian music is included. In Indian Historian, Vol. 10, No. 4, pp. 28-38.

The Role of Women in Native American Societies. Bea Medicine. This is a bibliography of materials about American Indian women and the roles of women in Native American societies. In Indian Historian, Vol. 3, No. 3, pp. 50-54.

Textbooks and the American Indian. Jeannette Henry; Rupert Costo, Editor. The books listed here were evaluated through the work of 32 Indian scholars, Native historians, and Indian students. More than 300 books were examined in the study most of which contained misinformation, distortions, or omissions of important history. These books were and are being used as texts in classrooms for students in primary grades through high school. Each text was evaluated by at least two readers. Nine criteria are explained in depth so that each teacher can evaluate books for classroom use. There are six categories of textbooks which list books by titles. Lengthy evaluations and annotations are provided. There is a concluding commentary on curriculum.

Indiana University Press
Tenth and Morton Streets
Bloomington, Ind. 47401

The Choctaws: A Critical Bibliography. Clara Sue Kidwell, with Charles Roberts; 1981. Part of bibliographic series compiled under auspices of Newberry Library Center for the History of the American Indian.

The Indians of California: A Critical Bibliography. Robert F. Heizer; 1976.

The Indians of the Subarctic: A Critical Bibliography. June Helm; 1976.

Native American Women: A Bibliography. Rayna Green; 1983. Widely expanded library edition of limited version originally published by Ohoyo Resource Center. Contains almost 700 entries on works by and about American Indian-Alaska Native women published over the last three centuries. Works are categorized and critically annotated.

The Navajos: A Critical Bibliography. Peter Iverson; 1976.

The Ojibwas: A Critical Bibliography. Helen H. Tanner; 1976.

The Plains Indians: A Critical Bibliography. E. Adamson Hoebel; 1977. There is a brief, 45-page, historical sketch of many of the Plains Indian tribes. These notations are followed by an alphabetical by author's name list of 205 entries of articles and books about the Plains Indians.

That's What She Said: A Collection of Modern Fiction and Poetry from Contemporary Native American Women. Compiled by Rayna Green; 1983. A unique

annotated bibliography of contemporary literature by American Indian-Alaska Native women demonstrating the wealth of writing and contributions made by this population to American society. Useful material for any modern language studies and literature courses.

Interland Publishing Company
799 Broadway
New York, N.Y. 10003

A Bibliography of Contemporary North American Indians. William Hodge; 1976. Selected and partially annotated with a study guide. Organized into "Other Bibliographies and Resources," "Anthropologists and Indians," "Formal Education," "Political Organizations and Indian-Government Relations."

Iowa State Dept. of Public Instruction
Des Moines, Iowa 50319

American Indian Literature: A Selected Bibliography for Iowa Schools. Gretchen Bataille; 1978. Avoidance of stereotypes and realistic portrayal of American Indian life are among the criteria used for the references included in this annotated bibliography. The volume is intended to assist Iowa teachers, particularly of language arts and social studies, in correcting misconceptions about American Indians by identifying over 500 materials and resources that can be used in the classroom. Published between 1931 and 1978, the materials are organized by grade level. Two sections listing resources for teacher use include historical and contemporary references on Indian history and Indian-White relations and material on American Indian literature. A section on recommended films lists four annotated bibliographies of visual materials and 43 films most often used. The final section lists miscellaneous resources, including newspapers, curriculum materials, journals, and organizations. 86 pages.

Iowa State University
Dept. of English
Ames, Iowa 50011

A Bibliography of Native American Women. Gretchen Bataille; 1979. This 26-page annotated bibliography provides listings of: Biographies and Autobiographies, Anthropological and Ethnographical Studies, Literature By and About

Native American Women, Miscellaneous Books and articles about Native American Women.

Kent State University
Serif Bibliographic Series
Kent, Ohio 44242

Unheard Voices: A Multi-Genre Annotated Bibliography of Books by Native American Authors. Wendy Rose; anticipated 1983. Large annotated bibliography which is part of doctoral dissertation. Completed dissertation will include lengthy analytical/historical preface. Categories to date are autobiography/biography, fiction, poetry, visual/tactile arts, language, law/education/politics, readers for children (not stories), ethnology/archaeology/history, traditional storytelling, bibliographies/surveys, miscellaneous. Over 1,000 works by Indian women are cited.

Ketchikan Indian Corporation
Indian Resource Center
P.O. Box 6855
Ketchikan, Alaska 99901

Tape Library Catalogue. Vesta Johnson; 1975. Bibliography on audio-visual materials.

Marquette University
School of Education
Milwaukee, Wis. 53233

Bibliography of Selected Materials: Multi-Cultural Themes. 1975. This bibliography lists books, resource guides, articles, bibliographies, audiovisual materials, periodicals, and curriculum guides dealing with various ethnic groups. A large section of this bibliography presents annotations of documents about American Indians. 114 pages.

Minneapolis Public Schools
807 Northeast Broadway
Minneapolis, Minn. 55413

Annotated Bibliography of the Indian Elementary Curriculum Project. Contains annotated entries, price and ordering information, tribe, grade level applicability, and a list of publishers. The materials included were reviewed by Indian Elementary Curriculum Project staff and teachers.

Montana Reading Publication
514 Rimrock Rd.
Billings, Mont. 59102

Indian Children's Books. Hap Gilliland. Guide for teachers, librarians, researchers which includes help on selecting children's books on Indian life style. Contains annotation of 1,650 books which are evaluated by Indians. Indexed by tribe, region, and subject. Books given ratings of: highly recommended, unobjectional, superior, recommended, etc. 230 pages.

Montgomery County Public Schools
Rockville, Md. 90850

Focus on People--The Native American: A Multimedia Bibliography. Regina K. Crutchfield, Charles Worsley, Compilers; 1978. The selective bibliography of 383 currently available resource materials is to be used as a guide for the purpose of selecting K-12 materials by and about American Indians that will help children attain positive self images. The books, records, cassettes, transparencies, kits, charts, maps, filmstrips, slides, and games listed provide accurate portrayals of the heritage, history, and heroes of Native Americans.

Mt. Diablo Unified School District
Indian Education Project
1135 Lacey Lane
Concord, Calif. 94529

Educational Materials By and About the American Indians. Sue Ann Vasquez; 1977. Records, films, prints, and transparences are evaluated, as well as

books. There are over 800 print listings and nearly 140 non-print items. There are three categories: Recommended Materials, Materials to be Used with Caution, and Not Recommended Materials.

The Museum of the American Indian
Heye Foundation
Broadway at 155th St.
New York, N.Y. 10032

Books About Indians. 1977. A 96-page catalog of selected titles of books about Indians from all publishers, including scientific, historical, fiction, and travel books for all ages and interests. Annotated and subdivided by tribal regions.

Native Americans on Film and Video. Elizabeth Weatherford, Ed.; 1982. Selective catalog describing nearly 400 films and videotapes on Native Americans in North, Central and South America, including films by Indian filmmakers.

National Council of Teachers of English
1111 Kenyon Rd.
Urbana, Ill. 61801

Literature by and About the American Indian. Anna Lee Stensland; 1973. There is an introductory essay on "Indian Stereotypes in Literature," and the importance of careful selections for textbooks. The criteria for the bibliography listings are explained. The materials are organized into categories: myth, legend, oratory, and poetry; fiction; drama; biography and autobiography; history; anthropology and archaeology; modern life and problems; music, arts and crafts; aids for the teacher; study guides to selected books; biographies of American Indian authors; and basic books for a collection.

National Educational Laboratory Publishers, Inc.
813 Airport Blvd.
Austin, Tex. 78702

The following bibliographies were developed by ERIC/CRESS and distributed by National Educational Laboratory Publishers.

American Indian Education: A Selected Bibliography (Supp. 4).

American Indian Education: A Selected Bibliography (Supp. 5).

American Indian Education: A Selected Bibliography (Supp. 6).

American Indian Education: A Selected Bibliography (Supp. 8).

American Indian Education: A Selected Bibliography (Supp. 9).

National Indian Education Association
1115 Second Avenue, South
Ivy Tower Bldg.
Minneapolis, Minn. 55403

Media Catalogue. Three hundred-fifty print, film and filmstrip resources evaluated. The reviewers screened all material for bias and inaccuracies. Audience level, tribes, subject categories are discussed for each item. References to bibliographies and selected articles are given. This was a five-year project by the National Indian Education Association.

Navajo Tribe
Window Rock, Ariz. 86515

Navajo Bibliography with Subject Index. J. Lee Correll, Editha L. Watson and David M. Brugge; 1969. Two volumes.

New York State Museum and Science Service
Albany, N.Y. 12224

A Bibliography of the Iroquoian Literature. Paul L. Weinman; 1969. This bibliography, bulletin 411, is partially annotated.

North Dakota University
Chester Fritz Library
Grand Forks, N. Dak. 58201

Guide to Reference Sources Dealing with North American Indians. Luke Swindler; 1979. This is an annotated bibliography of reference sources dealing with North American Indians and includes selected unpublished resources in the Chester Fritz Library. Three special sections are devoted to the Plains Indians, folklore, and language and literature.

Oklahoma State University
Dept. of English
Stillwater, Okla. 74074

A Selected Annotated Bibliography of Books, Articles, Pamphlets, and Bibliographies Related to the Cherokee Indians. Margaret F. Nelson; 1975. Entries arranged in categories of bibliographies, biographies, current status protest, cultural descriptions, history, legal aspects, linguistics, magic-religion/medicine, miscellaneous, and music/dance/drama/art, mythology. 36 pages, 23 pages of annotated entries.

Oklahoma State University
Dept. of Library Education
Stillwater, Okla. 74074

Indians of North America--For Young Adults: A Selected List. Anne K. Hoyt. This is an annotated list of novels, books of essays, and historical accounts which would be of interest to high school or college students.

Oklahoma Indian Tribes in Children's Books. Anne K. Hoyt; 1973. The "Table of Contents" lists sections for 19 Oklahoma tribes, a section for more than one tribe, a section for mythology, and a section for Indian crafts and culture. Each entry in the 29-page bibliography is numbered. An index lists the titles and entry numbers.

Pinellas County Arts Council
Old Courthouse Room 14
315 Court St.
Clearwater, Fla. 33516

A Gathering of Power: An Annotated Bibliography of Highly Recommended Books by and About Native Americans. White Deer of Autumn; 1979. Books are grouped in the following categories: The Beginning, A Time to Listen, The Power of Women, Another Side of History, Remembered Earth, Anthologies, Historical Understanding, Novels, Poetry, and Native American Philosophy. This is a listing of books read by the compiler and used in courses taught. There are reviews of 27 books.

Scarecrow Press
Metuchen, N.J. 08840

Native Americans of North America. David Perkins, Norman Tanis; 1975. A bibliography based on the library of California State University at Northridge, Calif.

Smithsonian Institute
Bureau of American Ethnology
Washington, D.C. 20560

Selected Bibliography on Cherokee Customs and History. Six pages of bibliography of publications available in most larger libraries throughout the country.

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colo. 80302

American Indians: A Bibliography of K-12 Resources. 1978. Lists K-12 resources under headings of "Textbooks and Readings" and "Federally Funded Project Materials." Grade level appropriateness cited. Not annotated. 20 pages.

Career Education Sourcebook. Judith E. Hedstrom and Mary Jane Turner. Forty-seven analyses of career education/social studies materials are presented, and an annotated bibliography of resources in ERIC is listed. A handy chart describing content and teaching strategies is included.

Duplicate Printouts of Computer Searches. ERIC searches are available on the following topics: (1) American Indians/Anthologies or Bibliographies/1-6, 1979, 39 items included; (2) American Indians/Resource Materials/Elementary, 1979, 57 items included; (3) American Indians/Resource Materials/Secondary, 1979, 58 items included. Other searches relating to ethnic studies include: (1) Anthropology or Archaeology or Ethnology/Resources and Materials/Elementary, 1978, 44 items included; (2) Anthropology or Archaeology or Ethnology/Resource Materials/Secondary, 1978, 52 items included; (3) Ethnic Studies/Higher Education, 1979, 85 items included; (4) Ethnic Studies/Resource Materials/Elementary, 1980, 89 items included; (5) Ethnic Studies/Resource Materials/Secondary, 1980, 114 items included; Multicultural Education/Teacher Education, 1981, 30 items included; (6) Multicultural Education/Research, 1981, 70 items included.

Ethnic Heritage Studies Program Catalog 1974-79. Regina McCormick; 1980. This catalog contains descriptions of the more than 300 Title IX Ethnic Heritage Students Program projects funded by the U.S. Office of Education between 1974 and 1979. Materials produced by the projects are explained in detail.

Materials and Human Resources for Teaching Ethnic Studies. 1976. This is an annotated bibliography with more than 1,100 entries including curriculum materials, teacher and student resources, films, lists of ethnic organizations, and publishers of ethnic materials.

Teach ERIC Resource Series. 1980. This set of annotated bibliographies contains descriptions of materials in the ERIC system on four areas: (1) Teaching U.S. History, (2) Using a global approach in elementary social studies, (3) Teaching social studies skills, and (4) Developing and evaluating a social studies curriculum.

Society for the Preservation of Haida Language and Literature
812 Monroe St.
Ketchikan, Alaska 99901

Haida Language Tape Library Catalogue. Compiled by Vesta Johnson; 1975. Most of these tapes are available in reel-to-reel and cassettes. The fifty-two language tapes are listed by number. The speaker(s), language and dialect, recording location, date of recording, and recorder are named for each tape and the tape contents of each are listed. Whether the tape is in both English and the Native language or only in the Native language is explained. There is an index of the speakers, an indication of the language spoken and an identification of the tape number. Index III lists the tapes by subject, identifies the tape number and speaker.

South Dakota Dept. of Education
Indian Ethnic Heritage Curriculum Development Project
State Capitol Bldg.
Pierre, S. Dak. 57501

Indian Studies Curriculum Material. Josie Whiteagle; 1975. An annotated bibliography which identifies American Indian ethnic studies materials. Only those materials recommended by a committee of American Indian readers are cited. 41 pages.

Toledo-Lucas County Public Library
325 Michigan St.
Toledo, Ohio 43624

Native Americans in Selected Children's Media. Marilyn Schafstall and Lillian Francois; 1978. There are 375 brief reviews which ". . .identify materials that portray an accurate view and understanding of life among North American groups. . ." The materials are indexed by tribe and arranged in these categories: Arts, Folktales, Biography, History, and Fiction.

Turtle Grandmother Books
P.O. Box 33964
Detroit, Mich. 48232

Turtle Grandmother Books. Compiled by Beth Brant. Catalogs hard-to-find books by women of color including American Indian writers and poets. Includes non-fiction, anthologies and special issues, cookbooks, children's books, poetry and fiction. 25 pages.

University of Alaska
Alaska Native Language Center
Fairbanks, Alaska 99701

Alaska Native Languages: A Bibliographic Catalog: Part One: Indian Languages. Michael Krauss and M.J. McGary; 1980. 455 pages.

University of Alaska
Institute of Social and Economic Research
Gruening Bldg.
Fairbanks, Alaska 99701

The Alaska Eskimos: A Selected, Annotated Bibliography. Arthur E. Hippler and John R. Wood; 1977. This annotated bibliography, containing approximately 732 entries, provides a general overview of English literature concerning Alaska Eskimos and cities. Although the earliest date of publication is 1843, the majority of the words have been done since 1900; there are no entries published later than 1975. Section I lists the works alphabetically by author and includes date of publication, title, abstract number, and page in the bibliography.

The Subarctic Athabascans: A Selected Annotated Bibliography. Arthur E. Hippler and John R. Wood; 1974. One in a series of selected, annotated bibliographies on Alaska Native groups, this work is intended primarily as a research tool for those concerned with the subarctic Indians of North America. Emphasis is on references dating from 1744 to 1972, of a general or cultural anthropological nature with particular attention to culture and personality studies, basic ethnographies, and studies of sociocultural change. Appendices contain partial lists of unpublished Athabascan literature and Athabascan references in foreign languages. 351 pages.

University of California, Los Angeles
American Indian Studies Center
3220 Campbell Hall
405 Hilgard Ave.
Los Angeles, Calif. 90024

American Indian Library Resources at UCLA. Velma Salabiye; 1981. 14 pages.

Bibliography of Language Arts Materials for Native North Americans 1965-1974. Compiled by G. Edward Evans; 1977. This bibliography includes works to be used in bilingual education, Native language education of English as a second language for Native North Americans. Lists grammars and dictionaries. Materials written wholly or partially in Indian or Eskimo languages are included. All materials included were produced or reproduced between 1965 and 1974. Entries are annotated when possible. Subject content and school level applicability of materials also indicated. Subject/author index. 283 pages.

Bibliography of Language Arts Materials for Native North Americans 1975-76. G. Edward Evans and Karin Abbey. This bibliography lists materials developed for bilingual education projects, Native language instruction, or English as a second language for Native Americans north of Mexico. All materials written

wholly or partially in Native American languages are included. Supplemental entries for 1965-74 are also included. Entries annotated when possible. Subject content and school level applicability also indicated. Subject/author index. 119 pages.

North American Indian Language Materials 1890-1965. G. Edward Evans and Jeffrey Clark; 1980. This is an annotated bibliography of monographic works. All dictionaries, grammars, orthographies, primers and readers concerning Native American languages whose main province is north of the Mexican border. are included. Subject content and school level applicability also indicated. There is a subject/author index. 154 pages.

University of Iowa Press
Iowa City, Iowa 52240

Subarctic Athabascan Bibliography. June Helm; 1973.

University of Nebraska Press
Lincoln, Nebr.

The Sky Clears. A. Grove Day; 1967. A volume of poetry of the American Indians which contains an excellent bibliography of North American Indian poetry. 211 entries are listed.

University of New Mexico
American Indian Bilingual Education Center
College of Education
Albuquerque, N. Mex.

An Annotated Bibliography of American Indians and Hispanic-American Materials. Joe R. Gonzales; 1979. An extensive listing of materials with annotations dealing with Indians and Hispanic Americans. Included are teacher training materials, professional books, testing instruments, poster, cassette and recorders, and a selective film library. Publishers and distributors are also listed. Some entries list school level applicability. 75 pages.

An Annotated Bibliography of Bilingual Education Materials. 1979. Items in the annotated bibliography are examples of American Indian resources housed at the American Indian Bilingual Education Center (AIBEC) Materials Bank and

are included in the bibliography solely for their educational and historical value. The resources are appropriate for professional research and as supplementary classroom materials. The bibliography includes approximately 400 items organized by subject, source, or genre: Most sections are organized alphabetically by title, and include item cost, publisher's address, and a brief description. Some citations also indicate appropriate grade level, language, and publication date. There is an extensive alphabetical list of publishers and distributors of American Indian materials.

University of New Mexico
General Library
Albuquerque, N. Mex. 87106

A Navajo Reading Bibliography. James M. Kari; 1974.

University of New Mexico
Navajo Reading Study
Albuquerque, N. Mex. 87131

Supplement to the Analytical Bibliography of Navajo Reading Materials. Rose Fasthorse and Louise Benally; 1979. A working reference for use with Navajo reading materials.

University of New Mexico Press
Albuquerque, N. Mex. 87106

Southwest Heritage: A Literary History with Bibliography. T.M. Pearce and Mabel Major; 1972.

University of Tulsa
Director of Libraries
Tulsa, Okla.

American Indian Materials. Guy Logsdon. This is a brief bibliography of materials about the history and culture of the many tribes of Indians in this

country. Many of the books are from the "Civilization of American Indians" series printed by the Oklahoma University Press. Periodical articles are not cited, but there is a list of periodicals.

University of Washington
American Indian Studies Program
Seattle, Wash. 98195

Combatting the "Squaw Syndrome." Marilyn Bentz; 1982. A one-page bibliography citing references which portray roles of Indian women in historical context. Readers are "guided" through works to gain understanding of how roles of Indian women were misunderstood by "White" observers and these misconceptions have been portrayed in historical references and textbooks. Accurate references are also cited. Author teaches course on Indian women in society.

Walker River Paiute Education Committee
P.O. Box 190
Schurz, Nev. 89427

A Resource Guide for Paiute and Other Native American Materials. 1979. Annotated bibliography of books, media, maps, and other resources treating American Indians and Paiutes in particular.

Montana Walking Bull
11750 Mistletoe Rd.
Monmouth, Oreg. 97361

The American Indian. Montana H.R. Walking Bull; 1980. This bibliography lists publications in categories of biographies; education; histories; language; literature; religion, philosophy; mythology; American Indian women; some reference materials; Indian organizations; museums, culture centers; arts and crafts; music; foods; humor; and newspapers and journals. 14 pages.

Native Americans: Histories and Treaties (Selected). Montana H.R. Walking Bull; 1978. This is a bibliography of publications of general interest, Native American literature, tribal histories and cultures.

Wisconsin Dept. of Public Instruction
125 S. Webster St.
P.O. Box 7841
Madison, Wis. 53707

A Current Listing of American Indian Newspapers and Periodicals in the United States. Revised by Ramona Tecumseh Sandoval; Previously compiled by Douglas R. Philbrick; 1980. This bibliography lists 476 publications. Some are government documents, some are Indian student publications, some are tribal or community newspapers, some are program newsletters, etc. Some entries are annotated; all give the publisher's address and list any fees. All listings were in existence as of the published date of this bibliography.

Zia Cine, Inc.
P.O. Box 493
Santa Fe, N. Mex. 87501

A Filmography for American Indian Education. Carroll W. Williams and Gloria Bird; 1973. A collection of over 300 films which were screened and critically reviewed by an Indian audience, although annotations are not judgmental in nature. Introduction gives suggestions on how to use films in classroom situation and conduct discussion afterward. Title and distributor indexes are also included. 192 pages.

Periodical Articles

Bean, Lowell; Vane, Sylvia. "What to Teach About California Indians." California Council for the Social Studies Review; Vol. 12, No. 3, pp. 5-13; 1973.

Indicated are general guidelines for using material generally available, and some facts are presented about the history, life styles, and social structure of California Indian peoples. A bibliography suggests useful resources which should be at the disposal of teachers and included in school libraries.

Borawski, Thomas. "Interior Five: A Simulation of the Expansion of the Iroquois Confederacy." Social Science Record; Vol. 11, No. 1, pp, 16-18; 1973.

A simulation game designed for seventh grade students of New York history shows how the Iroquois Confederacy was able to conquer much of present New York State.

Byers, Cece and Alexander, Mary. "A Resolution on the Indian Question." Social Education; Vol. 24, No. 4, pp. 301-3; 1978.

Discussed episodes from the history of the Sioux Indians in North and South Dakota and suggests ways in which this information can be incorporated into social studies classroom activities.

Dorris, Michael. "Native American Literature in an Ethnohistorical Context." College English; Vol. 41, No. 2, pp. 147-62; 1979.

Describes how the linguistic and cultural diversity among Native Americans is reflected in their literature, and provides a bibliography of and about Native American literature.

Edmunds, R. David. "The Indian in the Mainstream: Indian Historiography for Teachers of American History Surveys." Source History Teacher; Vol. 8, No. 2, pp. 242-64; 1975.

This selective annotated bibliography of books and articles covers Indian-White relations throughout American history.

Fisher, Laura. "All Chiefs, No Indians: What Children's Books Say About American Indians." Elementary English; Vol. 51, No. 2, pp. 185-89; 1974.

Discusses many of the common misconceptions and stereotypes of Indians presented in children's literature. Also briefly discusses several of the less discriminatory and biased books dealing with American Indians and their culture both past and present.

Green, Rayna. "Diary of a Native American Feminist." Ms.; July/August 1982, pp. 170-72, 211-213.

Written in journal format, this article is a result of author's travels across the country the last few years and relates her meetings with other Indian women. It describes conflicts faced by American Indian-Alaska Native feminists, activities to enhance their rights, carve out new roles and revive traditional ones.

Green, Rayna. "Native American Women." Signs: Journal of Women in Culture and Society; Vol. 6, No. 2, pp. 248-67; 1980.

A review of 300 years of literature on Native women--essentially surveying 500 items of bibliography pleas for revisement scholarship on Indian women. Reviews trends in the literature on Native American women and notes significant changes in recent years. Suggests that scholarly issues may have to be subordinated to community needs, and that feminist scholars should direct their studies to those issues most important to the group being studied.

Green, Rayna. "Native American Women: The Leadership Paradox." Women's Educational Equity Communications Network News and Notes; Spring, 1980; p. 1, 4.

A brief piece talking about new styles of emerging leadership of Native women.

Green, Rayna. "The Pocahontas Perplex: The Image of Indian Women in American Culture." The Massachusetts Review; Vol. 16, No. 4, pp. 698-714; 1976.

A critical survey of the squaw/princess image--visual, verbal, dramatic--in American culture and an interpretation of the function of those images in American life.

Hart, Donna. "Enlarging the American Dream." American Education; Vol. 13, No. 4, pp. 10-6; 1977.

An emerging sense of heritage is being proudly expressed by minorities who dispute the position that they should conform to a majority model of social behavior and belief.

Ladevich, Laurel, Swiss, Thom. "ERIC/RCS Report: Resources for the Study of Native Americans." Media and Methods; Vol. 13, No. 9, pp. 50-2, 4-5; 1977.

Reviews films, books, and other teaching resources available from the ERIC database as well as from other sources.

Lubman, Hyman. "An Approach to the Teaching of United States Indian History." California Council for the Social Studies Review; Vol. 12, No. 3, pp. 31-34; 1973.

Unit on teaching history from American Indian viewpoint.

Mathur, Mary E. Fleming. "Who Cares That a Woman's Work is Never Done?" Indian Historian; Vol. 4, No. 2, pp. 11-15; 1971.

Comments on the historical work roles Indian women have fulfilled and a critical plea for attention to their modern problems in work and economic behavior.

McKenzie, Joanna. "Come Walk in My Moccasins--Building Understanding Through Books." California Council for the Social Studies Review; Vol. 12, No. 3, pp. 37-42; 1973.

Offers perspective on American Indians' treatment in textbooks and how situation may be rectified.

Medicine, Bea. "The American Indian in Modern Society." South Dakota Review; 1969.

Description of status of American Indian as being similar to any other minority, but Indians are probably the least understood. As a function of education and government programs, Indians are developing greater articulation and self-awareness. It is becoming "in" to be Indian. Indians are responding to pressures of society and the cultures of many tribes are undergoing a change as Indians begin to take a leadership role in the dominant society.

Medicine, Bea. "American Indian Women: Spirituality and Status." Bread and Roses; Vol. II, No. 3, pp. 15-18; 1980.

Medicine, Bea. "Contemporary Indian Families: Cultural Change and Adaptive Strategies." Journal of Ethnic Studies; Vol. VIII, No. 4, pp. 13-23; 1981.

Medicine, Bea. "Higher Education: A New Arena for Native Americans." Thresholds in Education; Vol. IV, No. 2, pp. 22-25; 1978.

Medicine, Bea. "Kunshiki--Grandmothers." Plainswomen; Vol. I, No. 10 and 11, pp. 11, 12; 1978.

A personal narrative which states the importance of grandmothers in Lakota and Native societies in general.

Medicine, Bea. "Oral History as Truth: Validity and Recent Court Cases Involving Native Americans." Folklore Forum, Bibliographic and Special Series; Vol. 9, No. 15, pp. 1-5; 1976.

Medicine, Bea. "Self-Direction in Sioux Education." Intergraduateducation; Issue 78, No. 3, pp. 15-17; 1975.

"Multi-Ethnic Media: Selected Bibliography." School Libraries; Vol. 21, No. 4, pp. 47-54; 1972.

This article is an annotated list of bibliographic essays and bibliographies on ethnic literature.

Nason, James D., with Medicine, Bea. "Native American Views of Museums." Museum News; March 1973.

Author's viewpoint on returning Indian artifacts to Indians who request them. He suggests that maintaining good relations is important, and these requests would not be dismissed. A review of the museum's specimens is in order to determine which are unimportant because of duplication or near-duplication. All other requests should be reviewed and the importance of the specimen to the group making the request as well as to the museum should be weighed. If conditions warrant, the museums should be willing to part with some artifacts whether as loans or as outright returns.

"Native American Bibliography." Journal of Open Education; Vol. 2, No. 2, pp. 72-78; 1974.

An annotated bibliography of contemporary books approved by Native Americans currently studying their Native history, culture and current Indian affairs is provided by those involved in education and in programs of Indian self-determination.

Ramsey, Patricia G. "Beyond 'Ten Little Indians' and Turkeys--Alternative Approaches to Thanksgiving." Young Children; Vol. 34, No. 6; 1979.

This is an essay which points out the inaccuracies of traditional views of Thanksgiving. It reveals the falsities of the stereotypes and the importance of teaching children the truth about Indians and about Indian-Pilgrim relationships. The essay notes that "Thanksgiving" is often a day of mourning and fasting for Indian people.

Redbird-Selam, Helen Marie and Selam, Leroy B. "Cultural Conflict in the Classroom." Social Education; Vol. 36, No. 5, pp. 513-19; 1972.

Describes problems faced by Indian students in school.

"Selective Bibliography of Bibliographies of Indian Material for Adults." American Libraries; Vol. 4, No. 2, pp. 115-17; 1973.

Entries in this selective bibliography, compiled by the ASD Adult Library Materials Committee Subcommittee on Materials for American Indians, have been annotated with the help of American Indians and classified according to levels of interest and types of materials covered. 66 references.

Stoodt, Barbara D., Ignizio, Sandra. "The American Indian in Children's Literature." Language Arts; Vol. 53, No. 1, pp. 17-19; 1976.

Concludes that the American Indian is misrepresented, distorted, romanticized and victimized in children's literature.

Talbot, Anne. "Prejudice: Thoughts Garnered Among the Navajo." Media and Methods; Vol. 9, No. 4, pp. 36-37; 1972.

A discussion of teachers' prejudice against Navajos and an annotated list of three films on American Indians.

Webster, Loraine. "Indian Studies with an Emphasis on Science." Science and Children; Vol. 9, No. 9, pp. 11-13; 1972.

Suggested is a science unit of study on the foods, tools, clothing, and shelter of the American Indians.

Wiedrick, L.G. "Sources for Selecting Canadian Elementary School Materials." Elements: Translating Theory Into Practice; Vol. 11, No. 2, pp. 4-6; 1979.

This annotated guide to selection aids for elementary level materials on Canada covers selection aids for basic materials, free materials, and books on Native peoples.

Wilson, Raymond. "Native Americans in College Textbooks." Wassaja/The Indian Historian; Vol. 13, No. 2, pp. 44-47; 1980.

Pejorative terms, biased or incomplete maps and illustrations, outdated bibliographies, and narrow or missing coverage characterize the treatment of Native Americans in the latest editions of three leading textbooks used in college level American history survey courses.

Witt, Shirley Hill. "The Brave Hearted Women." Akwesasne Notes; Vol. VIII, No. 2, 1976; I Am The Fire of Time: The Voices of Native American Women; Civil Rights Digest; Vol. VIII, No. 4, 1976.

Narrative about the women of the American Indian movement during Wounded Knee II. Attempts to correct the media blackout on political activity by Native women.

Witt, Shirley Hill. "Native Women in the World of Work: An Overview." Native Women and Equal Opportunity: How to Get Ahead in the Federal Government; 1979.

Composed primarily of material taken from an informal survey, this article discusses the ambivalence and hardships felt by Native women who attempt professional success in the work world.

Witt, Shirley Hill. "Native Women Today: Sexism and Indian Women." Civil Rights Digest; Vol. 6, No. 3, pp. 29-35; 1974.

Suggests that when the commonalities between minority and majority women are recognized, a national movement for the equalities of peoples and sexes will be underway. An incisive article which outlines some of the problems, internal and external, Native women face as they reclaim old political statuses and carve out new roles.

Witt, Shirley Hill. "Pressure Points in Growing Up Indian." Civil Rights Quarterly; Vol. 1, No. 1; 1980.

A brief look at some of the more common problems that confront American Indian youth living in a bicultural society. In addition to the usual problems of adolescence, Dr. Witt offers a generalized overview of the unique difficulties encountered by Indians attending predominately White schools taught by non-Indian teachers. An alarming suicide rate among teenage Indian males, a high drop-out rate and other statistics reinforce the alarm she voices that neither White boarding schools nor schools where teachers are unaware of Indian values can contend successfully with this grim situation. Suitable for cross-cultural consciousness raising.

REGIONAL TITLE INDEX

Region: ALASKA

(Aleut, Athabascan, Eskimo, Haida, Tlingit, Tsimshian)

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Aahahaanaaq	85	S-A		✓			✓					
Across the Tundra	54	I					✓					
Aghnaghaghhaq Kayngeni (The Eskimo Girl and the Brown Bear)	12	E-S		✓			✓					
Aġnaġiinniqpik? (Am I Beautiful?)	85	E-I		✓			✓					
Akiugnerit Giuliamta	12	E		✓			✓					
Alaska Peninsula Alutiiq Workbook	85	P-E		✓			✓					
Aleut Ethnic Heritage Project	121	A									✓	
Aleut Traditions I	85	E		✓					✓			
Anulhuyuk	85	S-A		✓			✓					
Ataatalugiik	85	A		✓			✓					
At Gutu Adi Animals	91	E		✓				✓				
Athabaskan Verb Theme Categories: Athna	85	A		✓			✓				✓	
Atightughyuggaaghusit (First Reader)	85	P		✓			✓					
Atightumun Liitusit (The First Letters)	85	P		✓			✓					
Atightumun Liitusit II (The First Letters II)	85	P		✓			✓					
Atightumun Liitusit III (The First Letters III)	85	P		✓			✓					
Atightuusim Aallghi (Another Reader)	86	P		✓			✓					
Avaqqanam Qutiaqtuaqtanik	86	S-A		✓			✓					
Avilaitqatigiik (The Two Friends)	86	P-E		✓			✓					
Ayumiim Ungipaghaatangi (Stories of Long Ago) Books II, III and IV	86	S-A		✓			✓					
Beginning Haida	91	E-I		✓			✓					
Ch'enlahi Sukdu (Gambling Story)	86	S-A		✓			✓					
Chief Henry Yugh Noholnigee (The Stories Chief Henry Told)	86	I-A		✓					✓			
A Conversational Dictionary of Kodiak Alutiiq	86	E-A		✓			✓				✓	
Cultural/Historical Collection Process in a Culture of Transition	141										✓	
Dats'en Lo K'eytth'ok Tr'eghonh (This is the Way We Make Our Baskets)	86	S-A	✓	✓								
Deenaadai' Gwich'in Gwandak I (Stories of Long Ago I)	86	A		✓			✓					

Region: ALASKA Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Deenaadai' Gwich'in Oozhri' (Old Time Gwich'in Names)	86	I		✓					✓			
Deg Xinag: Ingalik Noun Dictionary	86	E-A		✓			✓				✓	
Dena'ina Noun Dictionary	86	S-A		✓			✓				✓	
Dena'ina Sukdu'a Volumes 1, 2, 3 (4 out of print)	87	I-A		✓			✓					
Digelas Tukda (The Story of a Tanaina Chief)	87	I-A		✓					✓			
Dotson' Sa Taaleebay Laatlghan (Raven Killed the Whale)	87	E		✓			✓					
Gineerinlyaa	87	I-S		✓			✓					
A Grammatical Sketch of Siberian Yupik Eskimo as Spoken on St. Lawrence Island	87	E-A		✓							✓	
Gwich'in ABC Dehtly'aa (Gwich'in ABC Book)	87	P-E		✓			✓					
Gwich'in Gwitr'it Dehtly'aa (Gwich'in Workbook)	87	I-S		✓			✓					
Haa Yei Jineiye Out Work	92	E		✓					✓			
The Haida Button Blanket	44	E-I	✓	✓								
Haida Dictionary	87	E-I		✓			✓				✓	
Haida Food Gathering and Preparation	45	I-S				✓						
Haida Language	45	P		✓			✓					
Haida Months of the Year	45	P		✓				✓				
Haida Numbers and Calculation	45	P		✓				✓				
Haida Stories	92	E-I		✓					✓			
Haida Story Telling Time	45	E-I		✓			✓					
Holikachuk Noun Dictionary	87	E-I		✓			✓				✓	
How to Make a Family Set	45	E	✓									
How to Make Moccasins	45	S-A	✓									
How to Make a Papoose	45	P-E	✓									
How to Read and Write Shoshoni: A Book of Spelling Lessons. . .	92	E		✓			✓					
The Hunter and the Ravens	56	P					✓					
Hunting Stories	45	S				✓						
A Huyuk	87	S-A		✓			✓					

Region: ALASKA Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Iqiasuaq Avinnaq (The Lazy Mouse)	87	E		✓			✓					
Kaviighhaankuk Meteghllugenkuk (Fox and the Raven)	12	E-S		✓			✓					
Kiiluuq	87	P		✓			✓					
Ko'ehdan	87	S-A		✓			✓					
K'ooltsaah Ts'in' (Koyukon Riddles)	88	E		✓			✓					
Lataput (Our Letters)	88	P		✓			✓					
Literacy as Interethnic Communication	138										✓	
A Little Boy Eats Too Much	56	P-E		✓								
Malġuk Quliaqtuak: Aahaalliglu Piayaaŋillu, Aniqpatuaq Avinnaq	88	S-A		✓			✓					
Naa' At Clothes	92	E		✓					✓			
Nats'ats'q Ch'adhah Ahkhii (How I Tan Hides)	88	S-A	✓	✓								
Nay'nadeligha I'ghaan Dghat'aenden (The War at Nay'nadeli)	88	S-A		✓			✓					
Ndal Sukdu/Gheldzay Sukdu (Crane Story, Moon Story)	88	S-A		✓			✓					
Niiġuġis Maka&tazaqangis	88	S-A		✓					✓			
Olti' Daga'at Dik Haa (Olti' and His Wife Dik)	88	I-S		✓					✓			
Otayahuk Ungazimi (Otayahuk in Ungaziq)	88	I-A		✓			✓					
Pangeghtellghet (Visits to Siberia)	88	A		✓			✓					
Pingayut Kaviighhaat (The Three Little Foxes)	88	P		✓			✓					
Pitruuk Iqsaguartartuq (Pitruuk Goes Fishing)	88	E-I		✓			✓					
Piyaataalghiit (Going for a Walk)	88	P		✓			✓					
Proto-Athabaskan Verb Stem Variation, Part One: Phonology	89	E-A		✓			✓					✓
Qanuq Kaynuqtauq Kaviqirvaq (How the Fox Turned Red)	89	E		✓			✓					
Qanuq Niġisuŋnam Uumikkutlraut Tlauraġiiksilhat (How Hunger Made. . .	89	S-A		✓					✓			
Qateperewaaghmeng Aatkqelghii Yuuk (The Man Dressed in White)	89	S-A		✓			✓					

Region: ALASKA Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Qawaagpaget Qinupugtullghit (Trouble in the Families of Eagles)	12	E		✓					✓			
Sagganigaay Tuu Baaghe Nakezkaen (Raven Sailed Around the Edge of. . .)	89	E-I		✓			✓					
Sapir-John Haa Googwandak	89	I-S		✓			✓					
Savaaksrat I (Workbook I)	89	P		✓			✓					
Seal for a Pal	57	E-I					✓					
Shahnyaati' Tr'iinin Nilii Dai' (When Shahnyaati' was a Child)	89	I-S		✓					✓			
Shih Doo Daazhyaa	89	P-E		✓				✓				
Sikiggaankuk Meteghllugenkuk (The Squirrel and the Raven)	12	E-S		✓					✓			
Silam Irrusia (Weather Conditions)	89	I-S		✓				✓	✓			
Sisamat Annutit Unipchaat Kuuvanmin (Kobuk Animal Stories)	89	I		✓			✓					
Sivuqam Neghyugnallghan Yataaghgellghan Igii (St. Lawrence Island Delicacy. . .)	89	S-A	✓	✓								
Sivuqam Ungipamsugi (True Stories of St. Lawrence Island)	90	S-A		✓					✓			
Sivuqam Ungipaghaatangi (St. Lawrence Island Legends)	92	I-S		✓			✓					
Sivuqam Unipaghaata Ngi II (St. Lawrence Legends II)	93	S-A		✓			✓					
Southeast Alaska Native Materials Development Project	46	E		✓			✓		✓			
Stories for my Grandchildren	90	I-A		✓			✓					
Susitnu Htsukdu'a (Susitna Story)	90	I-A		✓			✓					
Suvali Una? (And What is this one Doing?)	90	P-E		✓			✓					
Suva Una? (What is it Doing?)	90	P		✓			✓					
Taiguaqta (I Can Read)	90	P		✓			✓					
Teacher's Guide for Atightumin Liitusit	90	A		✓			✓					✓
Teacher's Guide for Atightumin Liitusit II	90	A		✓			✓					✓
Teketaatenkuk Kinunkuk (Teketaat and Kinu)	90	P		✓			✓					
Three Stories	90	S-A		✓			✓					

Region: ALASKA Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Tinmiuraġlu, Tulugaġlu, Kayuqtuġluli (Bird, Raven, and Fox)	90	E-I		✓			✓					
Tlingit Conversations	46	E		✓								
Tlingit Family Life	46	P-E		✓					✓			
Tlingit Numbers	46	P		✓				✓				
Tlingit Survival Practices and Stories	46	I-S						✓	✓			
Tlingit Verb Dictionary	90	S-A		✓			✓				✓	
Tongass Texts	90	I-A		✓					✓			
Tooxa' At What We Eat	92	E		✓				✓				
Tulugaġlu Aġnauraġlu (The Raven and the Girl)	91	A		✓			✓					
Unkusequlghiik (Going to See the Fox Traps)	91	P		✓			✓					
Uqalhich (Words)	91	P		✓			✓	✓				
Vak'aandaii (Touch It)	91	P-E		✓			✓	✓				
Vasaagihdzak	91	S-A		✓			✓					
Yip'ik Eskimo Grammar	91	A		✓			✓					
Yuggaankuk Kayngenkuk (Eskimo Man and the Brown Bear)	13	E-S		✓					✓			
Yuggaankuk Mayeraaghpagenkuk (Eskimo Man and the Giant)	13	E-S		✓			✓					
Yupik Lore: Oral Traditions of an Eskimo People	48	S-A		✓								
Region: CALIFORNIA (Chimariko, Diegueno, Hupa, Karok, Luiseno, Pomo, Tolowa, Wintu, Wiyot, Yurok)												
The Children's Luiseno Language Book	47	E		✓			✓					
History of the Diegueno	48	E							✓			
Kashaya Pomo Plants	93	A						✓				
Northern Indian California Education Program	157										✓	
Original American Pilot Project Curriculum for Students, K-12	34	P-S							✓			

Region: CALIFORNIA Continued Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
What to Teach About California Indians	185								✓	✓	✓	
Region: CANADA (Assiniboine, Chipewyan, Cree, Ojibwa [Chippewa], Saulteaux, Yukon)												
Assiniboine Legends	75	E-S					✓					
Child of Two Worlds	75	I-S					✓					
Cree Legends: Volumes 1 and 2	75	E-I					✓					
Dene Arts and Crafts	75	I	✓						✓			
The Dene Language Book	75	I-A		✓								
Dene Stories	75	E-I					✓		✓			
Enewuk, Saskatchewan Indian Elders, Book II	75	I-A							✓			
The Fur Coat	76	P-E					✓					
The Great Eagle Dancer	76	P-E					✓		✓			
John Goes Hunting, A Dene Story and Language Lessons	76	P-E		✓			✓					
Kataayuk, Saskatchewan Indian Elders, Book I	76	E							✓			
Ki-Ihkin Coloring Book	76	P-E							✓			
Learning About the Indian Reserve	76	A							✓		✓	
The Legend of Big Bear, Little Bear and the Stars	77	I					✓					
Nehiyan Matawena--Games of the Plains Cree	77	P-S				✓			✓			
Our Children Are Waiting, Volumes I, II	77	A							✓		✓	
Our Four Seasons	77	P-E					✓					
Reflections on Cree Inter-actional Etiquette	138										✓	
Remembering Will Have to Do	77	I-S							✓			
Saulteaux Legends	77	P-E					✓		✓			
Sister Catherine Tekokwitha	82	P-E					✓					
Sto:Lo Sitel Curriculum	17	P-I							✓			
Survival	77	I		✓					✓			

Region: CANADA Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Treaty Six--For as Long as the Sun Shines, The Grass Grows. . .	77	E							✓			
What is it Like to be an Indian	78	P-E							✓			
When the World Began: A Yukon Teacher's Guide. . .	156	P-I					✓					
The World of Wetiko--Tales From the Woodland Cree	78	E					✓					
Region: GREAT BASIN (Mono, Paiute, Shoshone-Bannock, Ute, Warm Springs Confederated, Washoe, Wind River Shoshone)												
Animal People & Teacher's Guide	26	P							✓			
Coyote and Crow	63	E					✓		✓			
Coyote and Northwind	63	E					✓		✓			
Coyote and Tick	63	E					✓		✓			
Coyote and the Two Sisters	63	E					✓		✓			
Elementary History Set	109	E-I							✓			
How Coyote Tricked Porcupine	63	E					✓					
How Deer Hide was Tanned	63	E							✓			
Index to the Walker River Paiute Archives	109										✓	
Indian Tales and the Northern Rockies	56	P					✓					
Ki Na Soo Mu Wa Kwu Tu	100	P		✓			✓					
Lifestories of our Native People--Shoshone, Paiute, Washo	42	I-A							✓			
Native American Literature Course	109	S					✓					
Nosy Coyote	63	E					✓					
The Origin of Pinenuts	109	E-I					✓		✓			
The Otter and the Beaver	64	E										
Our Homes Then and Now	64	E							✓			

Region: GREAT BASIN Continued Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Paiute and American Indian Understanding Through Teacher Training and Education	100	A		✓							✓	
Personal Reflections of the Shoshone, Paiute, Washo	41	I-A							✓			
A Sample Nine-Week Walker River Paiute History Unit	109	S							✓		✓	
Stories from Burns	65	E					✓		✓			
Today We are Concerned About What You Will be Tomorrow	109	I							✓			
Ute Unit Study Guide and Follow Up Activities	13	I							✓			
Walker River Paiutes: A Tribal History	109	S							✓		✓	
Walker River Paiute Tribe Agai Ticcutta	109										✓	
The Walker River Paiute Tribe Historical Calendar	109	S-A									✓	
The Weasel and the Eagle	64	E					✓					
Region: NORTHEAST (Algonquin, Chippewa [Ojibwa], Delaware, Fox, Iroquois, Menominee, Mohawk, Narragansett, Oneida, Potawatomi, Stockbridge-Munsee, Tuscarora, Wabanaki, Winnebago)												
All People Are One	112	E							✓			
Aseban: The Ojibwe Word for Racoon	6	E		✓					✓			
Rose Barstow (Ojibwe Language Instructor)	51	E							✓			
Basketry	112	E	✓						✓			
Beadwork for Children/Birch Bark	51	E	✓						✓			
Charles Albert Bender	51	E							✓			
Birch Bark Baskets and Quillwork	112	E	✓						✓			
The Bone Game	112	E				✓			✓			
Cheer Up Old Man	6	P					✓					
Classroom Activities on Native American Prejudice Unit	49	E-S										✓
Comparison Study of Ojibwa Indian Medicines and West Indian Medicines	112	E						✓	✓			

Region: NORTHEAST Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Construction of a Wigwam	113	E-I							✓			
A Curriculum Unit on Ojibwa History	113	E							✓			
A Curriculum Unit Used to Teach the Game of Cha-Haa	113	E				✓			✓			
Patrick Des Jarlait (Ojibwe Artist)	51	E							✓			
Dramatizing an Indian Legend	113	E					✓					
Dyeing Porcupine Quills	113	E-I				✓			✓			
Educational Equity for Minnesota Indian Girls	155	I-S						✓				
Carl Gawboy (Ojibwe Artist)	51	E							✓			
The Great Tree and the Longhouse: The Culture of the Iroquois	48	S					✓		✓			
Growing Up to be a Woman	106	I-S			✓				✓			
How the Gullies and Ditches Came to Be	52	E							✓			
Charles Huntington (Ojibwe Sculptor)	52	E							✓			
An Indian Girl in the City	37	I					✓		✓			
Indian Medicine	113	E						✓				
Interior Five: A Simulation of the Expansion of the Iroquois Confederacy	185	I				✓			✓			
An Introduction to Native American Music of the Wisconsin Woodlands	114	E					✓		✓			
The Iroquois People: A Reference Guide	10	P-S							✓			
It's Catching	81	E							✓			
Lac Courte Oreilles Early Childhood Program Curriculum	47	P		✓			✓		✓			
Learning to Count	114	E		✓			✓					
The Legend of the Owl	52	E					✓					
Lenape Language Lessons: Lessons One and Two	84	E		✓								
The Life of the Winnebago People	97	E							✓			
A Long Time Ago is Just Like Today	6	I-A					✓					
Maine Dirigo 'I Lead'	30	I						✓	✓			
The Making of a Treaty	52	E							✓			
Manabozho and the Bullrushes	6	P					✓					
Maple Sugar Harvesting/Wild Rice Harvesting	52	E							✓			

Region: NORTHEAST Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Maple Sugar in the Native American Ojibwe's Life and Legends	114	E					✓		✓			
Howard Joseph McKee, Jr. (Winnebago Traditionalist)	52	E							✓			
Migrant Heritage Studies Kit: Teachers' Guide	82	E					✓		✓			
Migration of the Iroquois	3	E							✓			
Mikinok and Waboozoons (Legends from the Dakota, Ojibwe and Winnebago Tribes)	52	E					✓					
The Mishomis Book	41	P							✓			
A Mishomis Book--Coloring Book Series	41	P							✓			
The Moose is Dead	82	P-E					✓		✓			
My Ojibwe Name Is . . .	52	P		✓			✓					
Nah Tah Wahsh (Soaring Eagle)	39	P-I					✓	✓	✓			
Narragansett Tribal Ethnic Heritage	60	S							✓			
Native American Expressive Arts	94	A	✓				✓					
Native American Medicine Plants	114	E						✓	✓			
Native Americans of the Twentieth Century	52	E							✓			
Native People of Wisconsin	49	E-S							✓			
Odaminodaa Ojibwemong!! Let's Play in Ojibwe!!	52	E-S							✓			
Ojibwa	114	E		✓								
Ojibwa Language	114			✓				✓				
Ojibwa Language Manual	111	E-A		✓			✓					
The Ojibwa Language: Units I and II	115	E		✓								
Ojibwe People Speak Out!	52	I-S					✓					
Okemos	57	E					✓		✓			
An Oneida Language	115	E		✓			✓					
Oneida Language Manual: Resource Materials and Training Exercises	111	E-A		✓			✓					
Pagans in Our Midst	121										✓	✓
The People of the Winnebago, The Lakota, The Santee, The Omaha	99	P-S							✓			
Porcupine Quillwork on Birchbark	115	E	✓						✓			
Potawatomi Language Manual	112	E-A		✓			✓					

Region: NORTHEAST Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Real Wild Rice	6	P					✓					
Mitchell Red Cloud, Jr. (Winnebago; Medal of Honor Recipient)	53	E							✓			
Resource Packets	150										✓	
The River: A Study Project	53	E-S						✓	✓			
Shemay: The Bird in the Sugar Bush	6	P					✓					
The Song of Micro Mini	115	E		✓			✓					
Speaking Out	17	E					✓		✓			
Symbolism in Native American Culture	115	E					✓		✓			
Teaching a Pre Columbia Culture: The Iroquois	61	I							✓			
Teaching Five Colors in Oneida Language	115	E		✓				✓				
Tibdo	53	E					✓					
Tree-Ties	53	I-S						✓	✓			
The Trickster and the Tree	53	E					✓					
The Tuscaroras	23	A							✓			
Un Gi Dah So Win	41	P		✓				✓				
Unktomi and the Ducks	53	E					✓					
Waynaboozhoo and the Geese	53	E					✓					
What is an Indian	115	E							✓			
What is a Treaty?	115	E							✓			
Winnebago Applique Ribbon Work	116	E	✓						✓			
Winnebago Basketry	53	E	✓				✓					
The Winnebago Language	99	P-E					✓					
Winnebago Stories for First Graders	99	P					✓					
The Winnebago Tribe: Early History 1634-1832	99	S							✓			
The Winnebago Tribe and the Nebraska Landscape	99	I-S							✓			
Wisconsin Woodland Indians--The Elders	116	E							✓			
Woodland Culture Area	24	E	✓				✓		✓			

Region: NORTHWEST COAST

(Chinook, Clatsop, Colville, Lummi, Lushootseed, Muckleshoot, Puyallup, Quinault, Shoalwater Bay, Skokomish, Suquamish)

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Basket Woman	63	E							✓			
Blue Jay, Star Child	63	E					✓	✓				
Chief Sealth and His People & Teacher's Guide	26	P					✓		✓			
Chinook	55	E						✓	✓			
Clatsop Drumbeats	55	E					✓					
Coastal Culture Area	23	E							✓			
Fisherman on the Puyallup	27	E							✓			
A Fishing Excursion	65	E					✓					
From Free Range to Reservation. . .	27	I-S							✓			
The Good Hunter and Fisherman	33	P					✓					
The Great Flood	33	P					✓					
How Daylight Came to Be	33	P					✓					
Lost in the Fog	33	P					✓					
Lushootseed 1 & 2	27	I-A		✓			✓					
The Mamook Book: Activities for Learning About the Northwest Coast	27	E					✓		✓			
The Man Who Loved Shell Money	33	P					✓					
Muckleshoot Language and History	60	P-S		✓			✓		✓			
Native American Expressive Arts	94	A	✓				✓					
Native Americans in Washington State. .	128									✓		
Raven Helps the Indians	33	P					✓					
Running Free	64	E					✓					
Skokomish Baskets and Canoes	64	E							✓			
Skunk	33	P					✓					
Snail Woman at Sq'a'lle	64	E					✓					
Song to the Cedar Tree	28	E-A							✓		✓	
Stories of an Indian Boy	65	E							✓			
Suquamish Today & Teacher's Guide	28	E-I							✓			
Thoughts From the Shadow of a Flame: Level IV in Teacher's Manual	62	A									✓	
Thunder and the Mosquito	33	P					✓					
The Time the Whale Came to Jackson's Way	33	P					✓					

Region: NORTHWEST COAST
Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Twana Games	29	P-A				✓			✓			
U.S. Treaties: A Northwest Perspective	62	S							✓			
A Visit to Taholah and Joseph's Long Journey	65	E					✓					
Ways of the Lushootseed People: Ceremonies and Traditions of	29	I-A		✓					✓			
Why Bluejay Hops	32	P					✓					
Why Codfish Has a Red Face	33	P					✓					
Region: PLAINS												
(Arikara, Assiniboine, Blackfeet, Caddo, No. Cheyenne, Cheyenne-Arapaho, Crow, Gros Ventre, Hidatsa, Iowa, Kiowa, Mandan, Omaha, Otoe, Pawnee, Sioux [Dakota, Lakota], Yosemite)												
Aammishe Apaaliim Hiik (Mischievous Meets a Porcupine)	17	P		✓								
Aammishe Basaxam Hiik: Mischievous Meets a Turtle Book II	17	P		✓								
Aammishe Cheetam Hiik (Mischievous Meets a Wolf)	17	P		✓								
Aammishe Xuahcheem Hiik (Mischievous Meets a Skunk)	17	P		✓								
Absaloka	54	P-E					✓					
American Indian Curriculum Development Program	107	P-S	✓				✓		✓			
American Indian Stories	95	E-I					✓					
Anthropology on the Great Plains	95	A							✓			
Apsaalooke Ammaalaatuua	18	P		✓								
Apsaalooke Ammalaau Alapchisuua	18	P-E		✓			✓					
Apsaalooke Iiwaakaatxachio	18	E		✓			✓					
As Grandfather Told Me	54	E							✓			
Assiniboine-Gros Ventre Heritage Coloring Book	37	P-E					✓					
Assiniboine Language Coloring Book	37	P-E		✓			✓					
Assiniboine Woman Making Grease	63	E							✓			

Region: PLAINS Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Awekualawaachish (Sits in the Middle of the Land)	18	E		✓								
Baalaaitchiimmaachik (It's Going to be a Good Winter)	18	P		✓								
Bacheewaatchaachish (One Brave Man)	18	P-E		✓								
Balashe Harold Huuk Bassee (My Name is Harold) Book I	18	P		✓								
Balashe Harold Huuk Iiluupe (My Name is Harold) Book II, (Iillaawiia) Book III, (Iishoope) Book IV	18	E		✓ ✓								
Basaxamnak Uuttamnek (The Turtle and the Weasel	18	P		✓								
Bear Tepee	63	E							✓			
Tom Beaver (Television Reporter)	51	E							✓			
Biawakshim Awaxaawe Kussbaauk (Our Summer Trips to the Mountains)	18	P		✓								
Biilee Daakiio, A Flannel Board Story	19	P		✓			✓					
Bilaxpaake Axuoo (Level I)	19	P		✓				✓				
Bilaxpaake Axuoo (Level II and III)	19	E		✓				✓				
Bilingual Education Calendar	19	E-A		✓							✓	
Birds and People	32	P					✓					
Bitaalasshia Alitchiasshituualak Bahaa Awuuasshiituualak (Lodging Lining and Spring Boy)	19	E		✓			✓					
Blackfeet Humor-Poetry Book	7	E-I					✓					
Blackfeet Language Coloring Book	7	P-E		✓			✓					
The Blackfeet Ni Si Tế Ka Yi Sổ Ka-Kio Sa To:P	7	S-A							✓			
The Blacktail Dance	33	P					✓					
Blue Thunder	54	I							✓			
The Bob-Tailed Coyote	33	P					✓					
The Book of the Omaha	95	E-S					✓					
The Book of the Pawnee: Stories for Study and Enjoyment	95	E-S					✓					
The Brave Hearted Women	189										✓	✓
Broken Hoops and Plains People	96	S-A							✓			
Broken Ice	54	P					✓					

Region: PLAINS Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Broken Shoulder	64	E					✓	✓				
Buattaawilaxpaakelak Dakaakshuakaatelak (Coyote and the Bluebird)	19	P		✓			✓					
The Buffalo and Its Uses	37	P-I					✓					
Cheyenne Journey	79	S-A							✓			
Cheyenne Legends of Creation	54	E							✓			
Cheyenne Warriors	55	E							✓			
Chichi Hoohoo Bogeyman	39	E-I					✓					
Chief Mountain's Medicine	63	E						✓	✓			
Chief Plenty Coups	55	E							✓			
Counting Book	46	P		✓				✓				
Coyote Chief and the Two Blind Men	50	P-I		✓			✓					
Crafts of the Plains Indians	96	I-S	✓									
Creating a Better Understanding. . . Fort Belknap Reservation	131										✓	
The Crow	33	P					✓					
Crow Classroom Labels	19	E		✓			✓					
Crow Language Learning Guide	19	A									✓	
Curriculum Concept Packets	102	A									✓	
Dakota Perspectives (A Typing Exercise Book)	38	S-A			✓							
Death and Dying in Plains Indian Past Cultures and in Contemporary Culture	96	S							✓			
A Dictionary of Everyday Crow	19	I-A					✓				✓	
Duckhead Necklace and Indian Love Story	64	E						✓	✓			
Earth Lodge Tales from the Upper Missouri	50	I		✓			✓		✓		✓	
Charles Alexander Eastmen (Dakota Physician-Author)	51	E							✓			
The Education of the Sioux	96	I-S							✓			
The Educational Movement of the Blackfeet Indians 1840-1979	8	I-S							✓			
E·Ha·Ni Wo·E, In This Manner They Expressed Themselves Long Ago	110	I-A					✓		✓			
Ehanni Unit I	9	S							✓			

Region: PLAINS Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
The 1868 Laramie Treaty	96	S							✓			
Emilysh Isauaxuawaalaachisshe (Emily's Family Album)	20	P-E		✓								
End of Summer	33	P					✓					
Energy for Sioux Indian Young People	40	I						✓				
Environment Quadrant (Kindergarten)	20	P/R						✓				
Environment Quadrant (Grade One)	20	P/R						✓				
Environment Quadrant (Grade Two)	20	P/R						✓				
Eya The Evil One Makes War on the Lakota People	10	I-S							✓			
Far Out, a Rodeo Horse	32	P					✓					
A Few Great Stories of the Santee People	96	E-A							✓			
Fine Arts	108	S					✓					
Friends	33	P					✓					
Gall	116	E							✓			
Ghost Stories	7	S-A					✓		✓			
Ghost Woman	65	E							✓			
Government of the Indian People	80	E-I							✓			
Grandfather and the Popping Machine	55	P-E					✓					
Grandma Rides in the Parade	33	P					✓					
Grasshopper, Ant and Mosquito Go Hunting	50	E		✓			✓					
Grass Woman Stories	8	I-A							✓			
The Great Sioux Nation	38	A							✓			
Gros Ventre Language Coloring Book	37	P-E		✓			✓					
Guardian Spirit Quest	55	E-I							✓			
Handbook of Blackfeet Tribal Law	8	S-A							✓			
Hawate Aa Pilake Kussee (One to Ten)	20	P		✓				✓				
Heetaaliile (Legend of the Horned Toad)	20	S-A		✓			✓					
Helpers	32	P					✓					
High Elk's Treasure	39	E-I					✓		✓			
Belle Highwalking, The Narrative of a Northern Cheyenne Woman	54	I-A							✓			
Hinne Kaalaacheesh (This Old Woman)	20	P		✓								

Region: PLAINS Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
A History of the Cheyenne People	55	E							✓			
The Hoe and the Horse on the Plains: A Study of Cultural Development Among. . .	96	A							✓			
Hoksila: The Hoksila Series, Book I	104	P-E					✓					
Hoksila and the Wolf: The Hoksila Series, Book II	104	P-E					✓					
Hoksila: The Peace Pipe: The Hoksila Series, Book III	104	P-E					✓					
Hoksila: The Vision: The Hoksila Series, Book IV	104	P-E					✓					
Hoksila: The Wasica: The Hoksila Series, Book V	104	P-E					✓					
The Holy Land of Nebraska	97	I					✓					
The Horse and the Plains Indian	55	E					✓		✓			
How Horses Came to the Gros Ventre	65	E							✓			
How Horses Came to the Ha'a'ninin	55	P					✓					
How the Big Dipper and North Star Came to Be	64	E						✓	✓			
How the Dogs Saved the Cheyennes	56	P					✓					
How the Gullies and Ditches Came to Be	52	E							✓			
How the Morning and Evening Stars Came to Be	33	P					✓					
How the Summer Season Came	63	E							✓			
Huuh Diiawaxpiichiiweewiik	21	E		✓								
Huuk Duawaxpiichiiweewiik (Short Stories in Crow)	21	E-I		✓								
i Am a Rock	33	P					✓					
Iiaxpihkuulak Iiihaaxioolak Ichiile (Adding and Subtracting Horses)	21	P		✓				✓				
Iichiilikaashim (An Elk)	21	P		✓								
Iipuuxkoosaaum Baahaaweek (A Dragline Strips the Land)	21	E		✓				✓				
Iishoophilissaah, A Flannel Board Story	21	E		✓			✓					
Iishoophilissaah (Old Man Coyote Does It a Fourth Time)	21	E		✓								

Region: PLAINS Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
I Like Your Style: An Anthology of Poems From Crow Agency Public School	23	E-I					✓					
Indian Curriculum Materials	11	S	✓				✓	✓	✓			
The Indian Family	76	A							✓		✓	
Indian Memories	80	E-I					✓					
Indian Tales and the Northern Rockies	56	P					✓					
Indian Tales of the Northern Plains	56	P-E					✓					
The Indians Speak for Themselves	80	I					✓					
Inkdomi and the Buffalo	33	P					✓					
Insects Off to War	32	P					✓					
Itancan Unit 5	9	S							✓			
An Introduction to the Arikara Language	92	S-A		✓								
An Introduction to the Omaha Indian Tribe	97	P					✓					
Isaahkawuatteelak Biaxaakuumnak Awe Chichiiluuk (Old Man Coyote and. . .)	21	E		✓								
Isshiiooshkunnaalaau: The History of the Crow Tepee	21	E-I		✓								
Issiwin, Sacred Buffalo Hat of the Northern Cheyenne	56	I							✓			
Jess Iichiiliilisshitaakinnuua Ikaak (Jess Goes to the Rodeo)	21	P		✓								
Jiwele-Bixoje, Wan'Shige Ukenye Ich'e--Otoe-Iowa Indian Language, Book I	43	E		✓			✓					
Jiwele-Bixoje, Wan'Shik'Okenye Ich'e, Otoe-Iowa Indian Language, Book II	43	E		✓			✓					
K-5 Kit	107	P-E					✓		✓			
Kiowa Moon Calendar	46	P					✓				✓	
Kunshiki--Grandmothers	187	A							✓			
The Lakota	97	P-E							✓			
Lakota Oral Literature	9	S-A					✓					
Lakota Social Systems	9	S-A							✓			
Lakota Wohlikeegnapi Unit 4	9	S							✓			
Lakota Woskate Unit 6	9	S							✓			
Language Development (Kindergarten)	21	P/R		✓			✓					

Region: PLAINS Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Laxassaamnak Lisuukaatamnak (A Snake and a Mouse)	22	P		✓					✓			
Learning of the Indian People	80	E-I					✓					
Legends of Chief Bald Eagle	56	P						✓				
Life of the Omaha: Past and Present	97	P					✓		✓			
The Life of the Omaha People	97	E					✓		✓			
The Life of the Pawnee People	97	E					✓		✓			
A Little Boy's Big Moment	33	P					✓					
Little Ghost Bull and Firemaker	65	E					✓		✓			
The Little People	56	P-E					✓					
The Lone Pine Tree and the Lodge Journey	65	E							✓			
Makoce Unit 3	9	S							✓			
A Meeting of Cultures	97	S							✓			
Mista	56	P-E					✓					
Mi•Ta • Ku•Ye: About My People	110	I-A					✓					
Moosehide Robe Woman	63	E					✓		✓			
The Mouse and Her Children	37	P-I					✓					
My Name is Pop	33	P					✓					
Napi and the Bullberries	33	P					✓					
Napi Stories	8	E-S					✓					
Napi's Journey	63	E					✓					
Native American Astronomy and Medicine Wheels of the Plains Indians	97	I-S						✓				
Native American Resources in Oklahoma: A Sourcebook	102	A/R							✓			
Native Americans of the Twentieth Century	52	E							✓			
Nee Hot and the Bear Woman	37	P-I					✓					
Nee Hot and the Mouse's Eyes	37	P-I					✓	✓				
9-12 Kit	107	S							✓			
1907-08 Blackfeet Heritage Census Book	8	S-A							✓			
No One Like a Brother	56	P					✓					
Northern Cheyenne Firefighters	57	E							✓			
The Oglala Sioux	97	P-E					✓		✓			

Region: PLAINS Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
O-Hu-Kah-Kan Poetry, Songs, Legends, Stories	110	I-A					✓					
Oklahoma Native American Curriculum Guide	103	P-S							✓		✓	
Old Man Coyote	57	P					✓					
Old Man Napi	33	P					✓					
The Omaha Calendar	98	E-A									✓	
Omaha Leadership and Tribal Government	98	S							✓			
Omaha Literature	98	P					✓					
The Omaha People	98	P					✓					
Omaha Stories	98	P					✓					
O'po of the Omaha	98	E-S							✓			
O Wakaga	28	E							✓			
Owl Boy (Sioux Stories and Legends)	64	E					✓	✓				
Ox'zem Boxelder and His Sacred Lance	57	I							✓			
Pan-Plains Culture Centering on the Omaha Tribe	98	S							✓			
Pat Learns About Wild Peppermint	33	P					✓					
The Pawnee Experience: From Center Village to Oklahoma	98	I							✓			
Pawnee Life	98	P							✓			
Pawnee Literature: Mirror of Pawnee Culture	98	I					✓					
Pawnee, Sioux, and Anglo Marriage Customs	98	S-A							✓			
Pawnee Stories	99	I					✓					
The People of the Winnebago, the Lakota, the Santee, the Omaha	99	P-S							✓			
Pet Crow (Sioux Stories and Legends)	64	E					✓		✓			
Philene and Buttons	32	P					✓					
Pinto Horse Rider	8	E-I							✓			
Plains Culture Area	24	E							✓			
Plains Indian Arts/Crafts for the Elementary School	99	E-I	✓						✓			
Plains Indian Arts/Crafts for the Secondary School	99	S	✓						✓			

Region: PLAINS Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Positive Self Image Quadrant: Kindergarten	22	P							✓		✓	
Positive Self Image Quadrant (Grade One)	22	P							✓		✓	
Positive Self Image Quadrant (Grade Two)	22	P							✓		✓	
Positive Self Image Quadrant (Grade Three)	22	P							✓		✓	
Pow-Wow	57	E							✓			
Prairie Legends	57	E					✓					
Pre-Columbian History of the Red Man	8	S							✓			
Project AWARE	103	E-A					✓		✓		✓	
The Quarrel Between the Prairie Chicken and the Jack Rabbit	37	P-I					✓					
Quiet	81	I							✓			
Reading and Writing Crow	22	S-A		✓								
Red Bird's Death	64	E							✓			
Remember Me Singing: An Anthology of Poems from Crow Agency Public Schools	23	E-I					✓					
A Resolution on the Indian Questions	183								✓	✓	✓	
Resource Packets	150										✓	
Roaming Days	8	E-I					✓		✓			
The Rolling Head	57	E					✓					
Sacred Buffalo Hat	57	E-I							✓			
Sacred Wheel Lance	57	E-I							✓			
Santa Claus Comes to the Reservation	33	P					✓					
The Santee Sioux	99	I-S							✓			
School	32	P					✓					
Science: An Indian Perspective	81	E						✓				
Self-Direction in Sioux Education	188										✓	
Shikaakamnak Iisashpitamnak Iaxuhkam (A Boy, a Rabbit, and a Fox)	22	P		✓								
Sioux Culture Reference	25	I-S							✓			
Sioux Indians	116	E							✓			
Sioux Literature	99	I					✓					

Region: PLAINS Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Sitting Bull	116	E							✓			
6-8 Kit	107	I					✓		✓			
The Sky is High and Shiny: An Anthology of Poems From Crow. . .	23	E-I					✓					
Virginia Driving Hawk Sneve	53	E							✓			
Social Life of the Indian People	81	I							✓			
The Spotted Horse	58	P-E					✓					
Spotted Tail	116	E							✓			
Sta-Ai-Tsi-Nix-Sex Ghost Stories	9	E							✓			
Tepee, Sun and Time	33	P					✓					
Teton Sioux Culture Through Literature	99	I-S					✓					
Then Badger Said This	108	S-A					✓					
Thoughts From the Shadow of a Flame: Level IV Teacher's Manual	62	A									✓	
Three Lakota Grandmother Stories - Health Lessons for Young People	6	E						✓	✓			
Tiospayes Unit 2	9	S							✓			
Tonweya and the Eagles and Other Lakota Indian Tales	29	P-I					✓		✓			
Tragedy of Tenaya	58	E-I							✓			
Trickster Stories	99	S					✓					
True Story of a Ghost and a Young Warrior	64	E							✓			
The Turtle Went to War	58	P					✓					
The Turtle Who Went to War	33	P					✓					
Upside Down and Sideways	48	S					✓					
Uuxam Kalaak (A Dog Chased a Deer)	23	P		✓			✓					
Veho	58	P					✓					
Vostaas	58	E							✓			
Wapon	58	P-E							✓			
Warrior People	64	E					✓		✓			
Water Story	33	P					✓					
Western Sioux Culture	99	S							✓			
White Rabbit	65	E							✓			
The Wild Buffalo Ride	33	P					✓					

Region: PLAINS Continued Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Winona: The Winona Series, Book I	104	P-E					✓					
Winona and the Fawn: The Winona Series, Book II	104	P-E					✓					
Winona at 'On the Tree': The Winona Series, Book III	104	P-E					✓					
Winona Becomes a Woman: The Winona Series, Book IV	105	P-E					✓					
Winona and the Sacred Medicine: The Winona Series, Book V	105	P-E					✓					
The Winter Hunt	58	P-E					✓					
Women's Resource Center	155										✓	
Wo Ya-Ka-Pi: Telling Stories of the Past and Present	110	I-A					✓					
Young Elk and the Long Horned Elk	51	E		✓			✓					
Region: PLATEAU (Confederated Salish and Kootenai [Flathead], Klamath, Modoc, Nez Perce, Yakima)												
Bear Hat	63	E							✓			
The Beginning of the Earth	33	P					✓					
Being Indian Is	33	P					✓					
A Brief History of the Flathead Tribes	35	I							✓			
A Collection of Hymns and Prayers (In the Native Language)	35	I-S		✓					✓			
Buffalo of the Flatheads	64	E							✓			
Catches Up to Antelope	63	E							✓			
Charlo's People (Flathead)	35	I-S							✓			
Chief Joseph's Own Story	35	P-E					✓		✓			
Chipmunk Meets Old Witch	33	P					✓					
Coyote and the Cowboy	63	E					✓		✓			
Coyote and Kootenai	55	P					✓					
Coyote and Old Lady	33	P					✓					
Coyote and the Crane	116	P					✓					

Region: PLATEAU Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Coyote and the Crane--A Legend of the Yakimas	44	P					✓					
Coyote and the Fried Bread	117	P					✓					
Coyote and the Man Who Sits on Top	33	P					✓					
Coyote and the Mean Mountain Sheep	33	P					✓					
Coyote and the Stars	32	P					✓					
Coyote and Trout	33	P					✓					
Coyote's Dry Meat Turns Into Live Deer	63	E					✓	✓				
Coyote Arranges the Seasons	64	E					✓					
Coyote Gets Lovesick	63	E					✓					
Creation Tales From the Salish	55	E					✓					
Eagle Feathers--The Highest Honor	35	I							✓			
1981 Flathead Elders Calendar	35	I-A							✓			
Flathead Indian Alphabet Pronunciation Drills	35	P		✓			✓					
Historical Reprints: (Mengarini's Narrative of the Rockies)	35	S-A							✓			
History of the Jocko Valley Roads	35	E							✓			
How Birds Learned to Fly	33	P					✓					
How Cottontail Lost His Fingers	33	P					✓					
How Cottontail Lost His Tail	33	P					✓					
How Marten Got His Spots	33	P					✓					
How the Chipmunk Got Stripes on His Back	35	E					✓					
How the Milky Way Got Into the Sky	33	P					✓					
How to be a Friend	33	P					✓					
How Wildcat and Coyote Tricked Each Other	33	P					✓					
How Wild Horses Were Captured	32	P					✓					
Indian Festival	32	P					✓					
Indian Tales and the Northern Rockies	56	P					✓					
Legends of Scewene Giant	35	E					✓					
The Little Girl and the Chipmunk	36	E					✓					
Mary Queequeesue's Love Story	64	E					✓		✓			
Medicine Horse	33	P					✓					
Montana Memories. . .	71	I-S							✓			
MONTANA, "Chief Charlo's Battle. . .	35	S-A							✓			

Region: PLATEAU Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
MONTANA, "James A. Garfield's Diary of a Trip to Montana in 1872"	35	S-A							✓			
MONTANA, "The Iroquois Indians in the Far West"	35	S-A							✓			
MONTANA, "Montana Miracle: It Saved the Buffalo"	36	S-A							✓			
MONTANA, "Peter Tofft: Painter in the Wilderness"	36	S-A							✓			
MONTANA, "The Trans-Mississippi Exposition and the Flathead Delegation"	36	S-A							✓			
Multi-Cultural Early Childhood Curriculum for the Yakima Nation	117						✓		✓			
A Multiethnic/Multicultural Curriculum for Young Children. . .	44	P					✓		✓		✓	
Native Americans in Washington State. .	128									✓		
Picture Writing	33	P					✓					
Poems of Children - Yakima Nation	44	P					✓					
Pushapmi Stories	117	P					✓					
Raccoon's Black Eyes and Ringed Tail	33	P					✓					
The Rainbow	33	P					✓					
Salish Folk Tales	57	P					✓					
Stories From Our Elders	36	E					✓		✓			
Story of the Seasons	33	P					✓					
Tales From the Bitterroot Valley	58	P					✓					
Tales of Coyote and Other Legends	32	P					✓					
Thoughts From the Shadow of a Flame: Level IV Teacher's Manual	62	A									✓	
Why Animals and Man Can No Longer Talk to One Another	33	P					✓					
Wild Horse Round-Up	36	E							✓			
Winter Months	65	E						✓	✓			

Region: SOUTHEAST

(Cherokee, Chickasaw, Choctaw, Muskogee (Creek), Seminole, Yuchi)

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Biographies	14	E							✓			
Cherokee Coloring Books	14	P					✓					
Cherokee Cultural Enrichment Guide	14	E							✓			
Cherokee Culture Reference	25	I-S					✓		✓			
Cherokee Folktales	14	E					✓					
Cherokee Folktales Collections	15	E		✓			✓					
Cherokee Literacy Handbook	15	E		✓			✓					
Cherokee Roman Script Primers	15	E		✓			✓					
Cherokee Roman Script Readers	15	E		✓			✓					
Cherokee Songbook	15	E-A		✓			✓		✓			
Cherokee Spelling Booklet I, II, III, IV	15	E		✓			✓					
Cherokee Studies: Teaching Unit in Cherokee History	16	E							✓			
Cherokee Syllabary Cartoon Readers	15	E		✓			✓					
Cherokee Syllabary Primer Workbook I, II, III, IV, V	15	E		✓			✓					
Cherokee Syllabary Primers	15	E		✓			✓					
Cherokee Writing Booklet I, II, III, IV	15	E		✓			✓					
Choctaw Culture Reference	25	I-S					✓		✓			
Culture Based Curriculum Material for Cherokee Children	15	E					✓					
Folktales I, II, III	15	E		✓			✓					
Getting Ready to Learn About Consumerism	82	E-I						✓				
Grandfather Grey Owl Told Me	55	E					✓					
Growing Up Cherokee	62	P-E							✓			
Indian Myths From the Southeast	56	E-S					✓					
My Little Can & Can't Book	16	P		✓			✓					
Learning About Consumer Management	83	E						✓	✓			
Learning About Money	83	I						✓	✓			
Learning About Wants and Needs	83	I						✓	✓			
Learning About Work	83	I			✓				✓			
The Native Americans of Eastern Oklahoma . . .	122									✓	✓	

Region: SOUTHEAST Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Oklahoma Native American Curriculum Guide	103	P-S							✓		✓	
Pu-nut-tu E-ten-hes-se (Animal Friends)	30	E		✓			✓					
Reading Readiness Visual Kit	16	P		✓			✓					
Sequoyah and His Miracle	57	I							✓			
Siyo, My Name is Chooch, I am Cherokee	16	E					✓					
Steven's First Day at School	16	P		✓			✓					
Stories From Ugidali (Cherokee Storyteller)	58	E					✓					
Tomo-Chi-Chi, The Story of an American Indian	29	E							✓			
United Native Instruction to Youth: Unity	66	P-S							✓			

Region: SOUTHWEST
(Apache, Hopi, Navajo, Papago, Pueblo)

A' Ak'um'e Iyatra	78	E		✓								
ABC Fold Out Book	1	P					✓					
Acoma Picture Book	2	P							✓			
Ali: Baby	72	P		✓			✓					
The Anglos and the Mormons Come to Ramah	66	S							✓			
Animals on Our Reservation: A Bilingual Reader	31	P		✓								
Awéé' Ch'ideeldlo'	67	E					✓					
Bauisdaani	78	E		✓								
Black Mountain Boy	67	E							✓			
Canoncito Career Vocational Program	13	S			✓							
Chame E Carawashi	78	P		✓								
The Chiddy	55	P					✓					
Childiltsooi Doo Golizhii	101	P		✓								
A Chini Baa Dahane'	67	I-S					✓					

Region: SOUTHWEST Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Cicpkandam (Workers)	72	P		✓								
Cookbook for Little Acoma Cooks	1	E	✓									
Coyote and the Medicine Man	31	P					✓					
Coyote Misses His Dinner	31	P-E					✓					
Coyote Stories of the Navajo People	67	E-I					✓					
Curriculum Improvement for Pueblo Indian Students	121									✓	✓	
Dah Diniłghaazh	101	P-I		✓			✓					
Deezbah and Chee	67	E							✓			
Denetsosie	68	I-S							✓			
Desert Culture Area	24	E							✓			
Diné Bibee Haz'Aanii (The Law of the People)	61	S							✓			
Dual Language Manual	68	E		✓			✓					
Dyâiyani	78	E		✓			✓					
Dyani	78	P		✓			✓					
Dziguisadaatishi	78	P		✓			✓					
Dzîisruk' vïdzé Ubéwi Siw'âat'âanikuya	79	P		✓					✓			
E-We:M Ki:Kam (The Papago Family)	73	P							✓			
Farm Animals	2	P					✓					
Geronomo Chino	55	P					✓					
Go-Gee-Ya, The Jicarilla Apache Feast	14	P							✓			
Grandfather Stories of the Navajos	68	E							✓			
Ha Icu A: Gaab Amjed G Ko: Ds	73	E		✓								
Hama Guwa Aaku Srkamiishi	79	P		✓					✓			
Helen's Story	73	E		✓								
Hooghan Bahane'	68	E							✓			
Hopi Awareness for the Classroom	132										✓	
Hopi Mysteries	55	E					✓					
Huawi C Ban C Ha-Mamad O'Ohona	73	E		✓								
In Our Hogan	56	F					✓					
I Used to be Afraid	31	P							✓			
Jasper	101	P		✓								

Region: SOUTHWEST Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Philip Johnston and the Navajo Code Talkers	57	P-E							✓			
Kinaalda (The Navajo Puberty Ceremony)	68	S-A						✓	✓			
The Law of the People: A Bicultural Approach to Legal Education	66	S-A							✓			
Lucy Learns to Weave	69	P-E					✓	✓				
Lupe's Story	73	E					✓					
Masad Kuintakud 1981 Arts and Crafts Calendar	73	E-A							✓			
Ma:Schamakud We:Mtdam	73	P		✓					✓			
Medicine Woman Speaks	47	A						✓	✓			
The Money God	56	E							✓			
Mother Nature at Work	14	P		✓			✓					
Mrs. Ortiz Makes Fry Bread	1	E	✓									
My ABC Book	1	P					✓					
My Birthday on Christmas Day	1	P					✓					
My First Picture Sentence Flipback	1	P					✓					
Naaldloshi Naach'aah	69	P		✓								
Nakeyah Ki Noshchii (Trees on Our Reservation)	14	E		✓				✓				
Native American Expressive Arts	94	A	✓				✓					
The Native Americans of the Southwest	122									✓	✓	
Navajo Biographies (Vol. I and II)	69	I-S							✓			
Navajo Children	56	P-E					✓					
Navajo Culture Reference	25	I-S							✓			
Navajo Education 1948-1978: Its Progress and Its Problems	69	A							✓		✓	
Navajo History (Vol. I)	69	I-A							✓			
Navajo Music for Classroom Enrichment	69	I					✓		✓			
Naya	79	P		✓								
N-Mascamdam: My Teacher	73	P		✓			✓					
The Officers Feast	79	B		✓								
O'Odham Ha-Jewedga Cecksan (Papago Districts Book)	73	E							✓			
O'Odham Himdag (Papago Traditions)	73	E							✓			

Region: SOUTHWEST Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
O'Odham Kaidag (The Alphabet Coloring Book)	74	P		✓			✓					
O'Odham Ki:Ki (Papago Houses)	74	P							✓			
O'Odham Ki:Him (The Papago Village)	74	E							✓			
Our School Helpers	74	P					✓					
A Papago Family	74	P							✓			
Papago Games	74	P-E				✓						
Papago Tribal Government	74	I							✓			
Peer Group Evaluation. . .A Navajo Example	138										✓	
The Phantom Horse of Collister's Fields	57	E							✓			
Pictorial History of the Navajo From 1860 to 1910	70	I-A							✓			
The Picture Deck	2	P					✓					
The Pow-Wow	57	P							✓			
Prejudice: Thoughts Garnered Among the Navajo	189											✓
Pueblo Contribution to the American Heritage	42	S-A							✓			
Pueblo Governor's Canes	79	E-I							✓			
Roots of Resistance: Land Tenure in New Mexico 1860-1980	94	A							✓			
Rough Stones - Volume I	70	S					✓					
Roundup	3	P					✓					
Saad Naasch'aa'	70	P		✓								
Sh'Ame Daaw'Aatra	79	E		✓								
Shileechaa'I	101	P		✓								
Son of the Dine	58	E-I							✓			
Stories of the Navajo	70	I					✓					
A Three-Part Vocational Program	156	I-S			✓							
Tohonno O'Odham Ha Cegtoidag c Ha'icu A:ga	74	I-A		✓			✓					
The Trapper and His Goat	58	P					✓					
Two Boys in Navajoland	58	P					✓					
A Visit to the Dentist	1	P						✓				
We:Wa' akk A'al (The Seven Children)	74	E		✓								

Region: SOUTHWEST Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
What's Happening	79	I		✓			✓					
Women in Navajo Society	70	A							✓			

Region: GENERAL

Activity Book	61	P					✓		✓			
Agaliha'	26	P-I							✓			
Alcoholism: Devastation for Indians: 36 Lessons on Alcoholism	11	S							✓			
All About Me	31	P							✓			
All Chiefs, No Indians: What Children's Books Say. . .	185										✓	✓
American Indian-Alaska Native Posters	142										✓	
American Indian Children's Literature	130										✓	✓
American Indian Community Controlled Education	137										✓	
American Indian Doctors Today	101	S-A			✓				✓			
American Indian Elderly: A Profile	139										✓	
American Indian Energy Resources and Development	100	A						✓	✓			
The American Indian in Children's Literature	189										✓	✓
The American Indian in Modern Society	187										✓	
American Indian Legislation, Fact Sheet	130										✓	
American Indian Movement	116	E							✓			
American Indian Political Systems	9	S-A							✓			
The American Indian Reader in Five Volumes	41	A					✓		✓			
American Indian Science: Curriculum Guide	135							✓		✓		
American Indian Treaties Publication Series No. 1. . .	93	A							✓			

Region: GENERAL Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
American Indian Women	154										✓	
American Indian Women: Problems of Communicating. . .	148										✓	
American Indian Women: Spirituality and Status	187	A							✓		✓	
America's Women of Color. . .	154	E-S									✓	
Ancestor's Footsteps	54	E							✓			
An Approach to the Teaching of United States Indian History	187									✓		
Arrow Creek Stories	54	P-E					✓					
Art of the American Indian	54	E-I	✓				✓					
Asbestos: A Lingering Danger	5	A						✓				
Assertion Training with American Indians	149										✓	
Assessing the Educational Needs of an Indian Community	124										✓	
A'vna	26	E-S				✓						
Beyond "Ten Little Indians" and Turkeys. . .	188										✓	✓
Big Enough	54	E					✓		✓			
Big to Little Puzzles	2	P					✓					
Bilingual Resources	124										✓	
Bookbinding and Puzzle Making Instructions	2	A									✓	
Career Education Demonstration Project for American Indian Children	105	P-E			✓				✓			
Chant of the Red Man	54	E					✓					
Characters in Textbooks: A Review of the Literature	147										✓	✓
Chronicles of American Indian Protest	126								✓		✓	
Come Closer Around the Fire	84	E-S							✓			
Come Walk In My Moccasins--Building, Understanding Through Books	187											✓
Conference on the Educational and Occupational Needs. . .	139										✓	
Constructing a Hollow Tree and Dug-Out Canoe	113	E-I				✓			✓			

Region: GENERAL Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Contemporary American Indian Women: Careers and Contributions	53	I-S			✓				✓			
Contemporary Indian Families: Cultural Change and Adaptive Strategies	187	A							✓		✓	
Continuing a College Education	130										✓	
Copper, Its Environmental Impacts	5	A						✓				
Corporal Punishment	135										✓	
Could It Be Old Hiari	55	E-I					✓					
Coyote's Pow-Wow	55	P					✓					
Cultural Conflict in the Classroom	188										✓	
Cultural Conflict: The Indian Child in the Non-Indian Classroom	130										✓	
Culture, Psychological Characteristics . . .in Educational Program Development	137									✓		
A Curriculum Alternative: A Literary Approach. . .	158	A								✓		
Curriculum Development for an American Indian Classroom	130									✓		
The Daybreak Star Monthly Reader	26	E-I					✓		✓		✓	
Daybreak Star Preschool Activities Book	26	P					✓				✓	
Development of Native American Curriculum	128									✓		
Diary of a Native American Feminist	185	A							✓		✓	✓
Documentation of American Indian Music and Musicians	93	A	✓				✓					
Domestic Ethnic Exchange and Curriculum Development	152	9-12								✓		
Early Childhood Education	117	P					✓				✓	
Economic Development in American Indian Reservations	100	A							✓			
Educational Opportunities	106	I-S			✓							
Eight Stories on American Indian Girls	71	E							✓			✓
Energy Resource Development: Implication for Women and Minorities. .	147										✓	
Enlarging the American Dream	186	A							✓		✓	
ESL Outline of Objectives	68	A		✓							✓	
ESL Teaching Ideas	68	A		✓							✓	

Region: GENERAL Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Ethnic Studies Resource Kit	157	A								✓	✓	
Every River Has Its People	26	P-S							✓		✓	
Famous Indian Women	106	I-S			✓				✓			✓
The First Americans: A Study Guide to the Videotape Series	140										✓	
The Flood	55	E					✓					
General Information About Native Americans	24	E							✓			
Getting Ready to Learn About Consumerism	82	E-I						✓				
Growing Up and Feeling Powerful as an American Indian	84	E							✓		✓	
Growing Up Indian	55	E							✓			
Guidelines for Evaluating Textbooks From an American Indian Perspective	130										✓	✓
Guidelines for Selecting Bias-Free Textbooks and Storybooks	126											✓
Health Careers: Paper People	102	P			✓							
Higher Education: A New Arena for Native Americans	187										✓	
Home Sweet Home	2	P-A					✓					
Houdenosaunee Heritage Studies Institute	139	K-12									✓	
How Communities and American Indian Parents Can. . .Remove Biased Books	138											✓
How to Search ERIC for American Indian Materials	138										✓	
Human Behavior and American Indians	72	A							✓		✓	
The Hunt	56	E					✓					
Hunting Stories	45	S					✓		✓			
Ideas for Planning	106	I-S			✓			✓				
Images of the American Indian	105	S							✓			✓
Indian Arts and Crafts Book	59	E-I	✓						✓			
Indian Canoeing	56	E-I				✓			✓			
Indian Child Welfare Act of 1978: A Law for our Children	3	A							✓			

Region: GENERAL Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Indian Community Organization and Development	9	A							✓			
Indian Culture in the Classroom: A Joint Effort of the Community. . .	102	A								✓	✓	
The Indian Family	76	A							✓		✓	
Indian Folk Tales From Coast to Coast	56	E					✓					
Indian Law Reporter	3	A							✓			
Indian Natural Resource Law and Finance: Summary of Proceedings	4	A						✓	✓		✓	
Indian Reading Series: Stories and Legends of the Northwest	62						✓		✓			
An Indian Reading Series: Yesterday and Today	36	E							✓			✓
Indian Self-Determination and the Role of Tribal Courts	4	A							✓		✓	
Indian Studies with Emphasis on Science	189							✓		✓		
Indian Tribes: A Continuing Quest for Survival	147								✓		✓	
Indian Tribes as Governments	4	A							✓			
Indian Women and the Law in Canada: Citizens Minus	145										✓	
Indians in Careers	27	I-S			✓							
INMED	102	E			✓				✓			
In Search of Our Past: Units in Women's History	154	E							✓		✓	
Integrating the Curriculum	135									✓		
In the Beginning	56	E					✓					
Introduce Science to Students Using the Environment	134							✓			✓	
Investigative Hearings Indian Child Welfare	4	A							✓		✓	
The Invisible Ones: Indian Children in Suburbia	143									✓	✓	
Issues in Mutuality	4	A							✓			
I Will Die An Indian	42	A							✓			
Justice in Indian Country	4	A							✓		✓	

Region: GENERAL Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
A Kindergarten Curriculum Guide for Indian Children	123									✓	✓	
Language Simulation Program	30	P					✓					
Learning About Consumer Management	83	E						✓	✓			
Learning About Money	83	I						✓	✓			
Learning About Wants and Needs	83	I						✓	✓			
Learning About Work	83	I			✓				✓			
Learning to be an Anthropologist and Remaining Native	140										✓	
Let's Count Lambs	2	P						✓				
Let My People Know: American Indian Journalism, 1828-1978	103	A					✓		✓			
Life Cycle of the American Indian									✓		✓	
Family	121										✓	✓
Listening Post	133								✓			✓
Making Fry Bread	114	E	✓									
Manual of Indian Criminal Jurisdiction	4	A							✓		✓	
Manual of Indian Law	4	A							✓		✓	
Mathematics Curriculum Guide for Kindergarten Through Third Grade	31	P						✓				
1980-81 Michigan Social Studies Textbook Study	126										✓	✓
Mini Course in Ribbonwork	114	E	✓									
Minority Women in Math and Science	71	E-I			✓				✓			
Multi-Cultural Curriculum: A Manual for Teachers	128									✓		
Multicultural Education and the American Indian	94	A					✓		✓	✓		✓
Multi-Media Curriculum for Teaching About Minority Women	71	E-S			✓				✓			✓
The Name of the Game: Indian Awareness	40	E-S							✓			
Narratives of Captives Among the Indians of North America	37	A							✓		✓	
Nationalistic Trends Among American Indians	131										✓	
Native American Adult Reader Series I-III	28	A					✓					

Region: GENERAL Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Native American and Proud	126								✓		✓	
Native American Community Involvement Curriculum Guide	102	A								✓	✓	
The Native American Concept of the Environment	110	I-S						✓	✓			
Native American Curriculum Series	24	E-I					✓		✓			
Native American Literature Course	109	S					✓					
Native American Literature in an Ethnohistorical Context	185						✓		✓		✓	
Native American Pamphlet Series No. 3	94	A					✓					
Native American Studies 80: Native American Women	128								✓			✓
Native American Views of Museums	188										✓	
Native American Women	186	A					✓				✓	
Native American Women: A Perspective	138										✓	
Native Women in the World of Work: An Overview	190										✓	
Native Women Today: Sexism and Indian Women	190										✓	✓
Native American Women: The Leadership Paradox	186								✓		✓	✓
Native Americans in College Textbooks	189											✓
Native Americans: 23 Indian Biographies	39	S-A							✓			
Night Walker and the Buffalo	56	E							✓			
OHOYO Bulletin	140										✓	✓
Ohoyo One Thousand	141										✓	✓
Ohoyo Resource Center	155	A								✓	✓	✓
The Oldest Games: A Look at Native American Pasttimes	135					✓					✓	
Oral History as Truth: Validity and Recent Court Cases. . .	188	A							✓		✓	
Original American Pilot Project Curriculum. . .	34	P-S							✓			
Oscela	56	E-I					✓					
Our Mother Corn	28	I-S							✓			

Region: GENERAL Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
Parenting Daughters	107	A									✓	✓
Ely S. Parker	116	E							✓			
People of Native Ancestry: A Resource Guide for the Intermediate Division	136									✓		
Play Book for Mom and Baby	2	A							✓		✓	
The Pocahontas Perplex: The Image of Indian Women in American Culture	186	A							✓			✓
Position Paper on the Declaration of Independence	135											✓
Pow-Wow	57	E							✓			
Pressure Points in Growing Up Indian	190										✓	
The Pretend Indians: Images of Native Americans in the Movies	43	S-A							✓			✓
A Primer: The Art of Native American Beadwork	60	E-S	✓									
Professionalization of American Indian Women	156	S-A									✓	✓
Project BIFEAREMA	59	P-S										
Project STAY	59	P					✓		✓			
Project TOK	59	P					✓					
Quarter Moon	28	P					✓		✓			
Questions to Aid in the Evaluation of Textbooks/Materials	136										✓	✓
Radiation and Its Health Effects	5	A						✓				
Reading and Language Skills and Bibliography of Indian Materials	123										✓	
Resolving Discipline Problems for Indian Students	138										✓	
Resource Guide of American Indian-Alaska Native Women 1980	154										✓	
The Rings on Woot-Ken's Tail	57	E					✓					
Roots of America	137										✓	
Sam and the Golden People	57	E-I							✓			
School Board Training Manual	131									✓	✓	
Sensitizing Nine Year Olds to Native American Stereotypes	105	E							✓			✓
Sharing Our Worlds	28	P-E							✓			

Region: GENERAL Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
The Social Impact Assessment of Rapid Resource Development on Native Peoples	149										✓	
Social Policy and American Indians	72	A							✓		✓	
Starting an Indian Teen Club	128										✓	
Stereotypes, Distortions and Omissions in U.S. History Textbooks	126										✓	✓
Student Activities and Teacher Materials for Use During..Thanksgiving	49	E							✓			✓
A Suggested Plan for the Study of American Indian Culture	136									✓		
The Sun Girl	38	E					✓					
Teaching Human Relations	151	A							✓			
Ten Quick Ways to Analyze Children's Books for Racism and Sexism	127											✓
Thanksgiving: A Multi-Cultural Approach	50	E-I							✓			
Thanksgiving and Native Americans, CIBC Bulletin	126								✓			✓
Thunder Waters	58	E							✓			
Thus the Old Ones Have Taught	100	A							✓		✓	
Timber Production and Its Environmental Impacts	5	A						✓				
Traditional Roles	107	I-S							✓			✓
Transcripts of 1982 Northwest Conference	141										✓	
Transformational of Tradition	134											✓
Tribal Court Reporter	4	A							✓			
Tribal Law and Development Policies	9	S-A							✓			
Tribal Law, Treaties & Government	9	S-A							✓			
Tribal Sovereignty: Indian Tribes in U.S. History	28	I-A							✓			
Tulalip Vocational Education	144				✓					✓	✓	
Unlearning "Indian" Stereotypes	50	E							✓			✓
The Urban Indian	72	A							✓		✓	
Voices of Our Elders: Books for Our Children	3									✓	✓	

Region: GENERAL Continued

Title	Pg. No.	Grade Level	Arts/Crafts	Bilingual	Career Education	Extra Curricular	Language Arts	Math/Science	Social Studies	Curriculum Develop.	Resource Reference	Stereotyping/Bias
The Way: An Anthology of American Indian Life and Literature	108	S-A					✓		✓			
The Way It Is Today	24	E-I							✓			
When Thunder Spoke	40	E-I					✓					
Who Cares That a Woman's Work is Never Done?	187	A							✓		✓	✓
Window Dressing on the Set: Women and Minorities in TV	148										✓	✓
Women, Numbers and Dreams	154							✓			✓	
Words of Today's American Indian Women: OHOYO MAKACHI	142										✓	✓
The Written, Spoken, and Unspoken Word. . .	103	S					✓					
Jimmy Yellow Hawk	40	E-I					✓		✓			
You Don't Have to be Poor to be Indian	5	A							✓			

Audio/Visual Title Index

Title	Pg. No.	Grade Level	Film/video	Slide	Audio Tape	Region
Adding to the List	71	E-I	✓			General
Ahmik Nishgahdahzee	136	E	✓			Northeast
Alcoholism: Devastation for Indians	11	S	✓			General
American Indian Music and Dance Series	152		✓			General
American Indian Women	154	E-S	✓			General
America's Women of Color. . .	154	E-S	✓			General
Annie Mae--Brave Hearted Woman	123	S-A	✓			General
An Annotated Bibliography of American Indians and Hispanic. . .	179		✓		✓	General
Arts and Crafts	145	I		✓		Plains
As Beautiful as the Roses	145	I		✓		Plains
As Long as the Rivers Run	133	S-A	✓			General
Assiniboine Tribes	131	I-S		✓		Plains
Being a Choctaw	153	S	✓			Southeast
Bibliography of Nonprint Instructional Materials. . .	164		✓		✓	General
Black Coal, Red Power	133	S	✓			General
The Bone Game	153	E-S			✓	Northeast
Catalogue, Materials Resource Center	167		✓		✓	General
Celebrations of Life	145	I		✓		Plains
Conversational Cherokee on Cassette Tape	124	A			✓	Southeast
Cuba Schools Ethnic Heritage Project	127	I-S	✓			Southwest
Dene Language Book (Tape)	75	I-A			✓	Canada
Domestic Ethnic Exchange and Curriculum Development	153	S	✓			Southeast
Educational Materials By and About the American Indians	171		✓		✓	General
Educational Opportunities--Women in Apprenticeship	106	I-S		✓		General
Ethnic Heritage Studies Program: Television Program on Culture. . .	125	I-A	✓			Plains
Famous Indian Women	106	I-S		✓		General
A Filmography for American Indian Education	182		✓			General
Focus on People--The Native American: A Multi-Media Bibliography	171	K-12	✓	✓	✓	General
Fort Belknap: An Overview of the Gros Ventre	131	I-S		✓		Plains

Title	Pg. No.	Grade Level	Film/video	Slide	Audio Tape	Region
Getting Ready to Learn About Consumerism	82	E-I		✓		General
L.P. Goodbuy Records and Tapes	166				✓	General
The Haida Button Blanket	135	E-I		✓		Alaska
Haida Language Tape Library Catalogue	176				✓	Alaska
The Hollow of Echoes: Stories of the Winnebago	150	E	✓			Northeast
Houdenosaunee Heritage Studies Institute	139	K-12	✓	✓		Northeast
Ideas for Planning	107	I-S		✓		General
I Know Who I Am	151	S-A	✓			Northwest
Images of Indians	124	I-A	✓			General
Indian Child Welfare Act of 1978	3	A	✓			General
Indian Communities	145	P		✓		Plains
Indian Families	145	P		✓		Plains
Indian Homes	146	P		✓		Plains
Indian Memories	80	E-I			✓	Plains
Indians and Big Game Animals	145	E		✓		Plains
Indians and Fur-Bearing Animals	145	E		✓		Plains
Indians and Time	146	E		✓		Plains
Inside the Cigar Store: Images of the American Indian	133	I-S		✓		General
Intercultural Understanding Through Art	129	I-S	✓			Plains
John Goes Hunting, A Dene Story and Language Lessons	76	P-E			✓	Canada
Keeper of the Western Door	143	I-S	✓			Northeast
Lac Courte Oreilles Early Childhood Program Curriculum	47	P	✓	✓		Northeast
Learning From Each Other	146	P		✓		General
Learning to Count	153	E			✓	Northeast
Lenape Language Lessons	144	S-A			✓	Northeast
Little Brave Bear and the Animals	146	P-E		✓		Plains
Little Songs and Indian Dances	34	P			✓	General
Lushootseed I and II	27	I-A			✓	Northwest
Maghidi Mia (Corn Woman)	146	E-I		✓		Plains
The Make-Believe Indian: Native Americans in the Movies	134	S-A		✓		General

Title	Pg. No.	Grade Level	Film/video	Slide	Audio Tape	Region
Media Catalogue	173		✓			General
Medicine of the Flowers I	146	E		✓		Plains
Medicine of the Flowers II	146	E		✓		Plains
Medicine of the Shrubs	146	E		✓		Plains
Memories	146	I		✓		General
Messengers of the Sky	146	P-E		✓		Plains
Migrant Heritage Studies Kit	82	E			✓	Northeast
Migration of the Iroquois	3	E			✓	Northeast
Mr. Fool Bull Reminisces	150	E	✓			Plains
More Than Bows and Arrows	125	S-A	✓			General
Multi-Media Curriculum for Teaching About Minority Women	71	E-S	✓			General
A Multi-Media Indian Studies Kit	142	E-S	✓		✓	Southeast
Native-American and Spanish-American Culture Curriculum Development	125	S-A		✓		Southwest
Native American Curriculum Series	24	E-I	✓			General
The Native American Series	122	S-A	✓			General
Native Americans on Film and Video	172		✓			General
Native Art Forms: Some Contemporary Extensions	152	I-A	✓			General
Native Musical Instruments	152	I-S	✓			General
Native Song and Dances: A Scholarly Approach	152	A	✓			General
Navajo Music for Classroom Enrichment	69	I			✓	Southwest
Northern Indian California Education Program	157	K-8	✓			California
OHOYO: American Indian-Alaska Native Women Speak	141	S-A	✓			General
Omaha Art	150	S		✓		Plains
The Omaha Tribe: A View of Macy, Nebraska, and its People	150	I		✓		Plains
The Omaha Tribe War Dance	150	S		✓		Plains
Our Animal Friends	146	P-E		✓		Plains
Pawnee Culture	150	S	✓			Plains
The Pine Ridge and Rosebud Reservation	150	S		✓		Plains
Plains Indian Foods	146	E		✓		Plains
Positive Self-Image Quadrant, Grades 2 and 3	22	P	✓		✓	Plains

Title	Pg. No.	Grade Level	Film/video	Slide	Audio Tape	Region
Professionalization of American Indian Women	156	S-A	✓			General
Project AWARE	102	E-A		✓		Plains
Revised Bibliography of Indian Musical Culture in Canada	168				✓	Canada
The Santee Reservation	150	E		✓		Plains
Santee Story-Telling and Culture	150	S	✓			Plains
Silent Heritage: The American Indian	149	S-A	✓			General
The Singer in American Indian Culture	152	I-S	✓			General
Small Prairie Land Animals	146	E		✓		Plains
Somewhere Between	132	S-A	✓			Canada
Survival: A History of Northwest Indian Treaty Fishing Rights	129	E-A		✓		Northwest
Taos Ethnic Heritage Program	143	I-S	✓			Southwest
Tape Library Catalogue	170		✓		✓	General
Tatanka	147	E		✓		Plains
Teaching a Pre-Columbian Culture: The Iroquois	61	I	✓		✓	Northeast
Teaching the Indian Way	152	A	✓			General
Today We Are Concerned About What You Will be Tomorrow	109	I		✓		Great Basin
Traditional and Modern Sioux Art	150	S		✓		Plains
Traditional and Modern Winnebago Art	150	S		✓		Northeast
Traditional Pawnee Art	150	A		✓		Plains
The Transcription of American Indian Music	152	A	✓			General
Trees Used by Indians	147	E		✓		Plains
A True Story: The Oral Tradition of the Omaha	150	S	✓			Plains
Tunkasila Fool Bull, Lakota Sioux Elder	150	S	✓			Plains
United Native Instruction to Youth: Unity	66	P-S	✓		✓	Southeast
Unktomi and the Ducks	136	E	✓			Northeast
Unlearning "Indian" Stereotypes	127	E	✓			General
The Upstream People: Traditions of the Omaha Tribe	151	E	✓			Plains
Ute Unit Study Guide and Followup Activities	13	I		✓		Plateau

Title	Pg. No.	Grade Level	Film/video	Slide	Audio Tape	Region
Voices From the Cradleboard	129	S-A		✓		General
Waynaboozho and the Geese	137	E	✓			Northeast
We Are All Brothers	147	I		✓		Plains
What Is an Ethnic Group?	158		✓			General
The Winnebago Reservation	151	E		✓		Northeast
With Drum and Song--Wisconsin Indian Dance	152	I-A	✓			Northeast
Yesterday's Children	129	S-A	✓			Northwest

Bibliography Title Index

TITLE	Page
The Alaska Eskimos: A Selected, Annotated Bibliography	178
Alaska Native Languages: A Bibliographic Catalog: Part One: Indian Languages	177
The American Indian	181
American Indian Authors: A Representative Bibliography	163
American Indian Authors for Young Readers: A Selected Bibliography	163
American Indian Education, Supplements 4, 5, 6, 8, 9	172
American Indian Enrichment Activities, Mini Review	165
The American Indian: Language and Literature	161
American Indian Library Resources at UCLA	178
American Indian Literature	169
American Indian Materials	180
American Indian Searches	165
American Indians: A Bibliography of K-12 Resources	175
An Annotated Bibliography of American Indians and Hispanic American Materials	179
An Annotated Bibliography of Bilingual Education Materials	179
Annotated Bibliography of the Indian Elementary Curriculum Project	171
An Annotated Bibliography of Young People's Books on American Indians	164
An Annotated Bibliography of Young People's Fiction on American Indian Curriculum Bulletin No. 11	164
Approaches to Bilingual/Bicultural Education of the American Indian: A Survey. . .	165
A Bibliography of Contemporary North American Indians	169
Bibliography of Educational Publications for Alaska Native Languages	161
Bibliography of Language Arts Materials for Native North Americans	178
Bibliography of Materials on American Indian Energy/Natural Resources: Policy Assessment, Planning, Development	165
A Bibliography of Native American Women	169
Bibliography of Nonprint Instructional Materials on the American Indian	164
Bibliography of North American Mental Health	166
Bibliography of Selected Materials: Multi-Cultural Themes	170

Title	Page
A Bibliography of the Iroquoian Literature	173
A Bibliography of the Navajo Indians	161
Bibliography of Theses and Published Books on Pueblo Indians of New Mexico	162
Books About Indians	172
Career Education Sourcebook	176
Catalogue, Materials Resource Center	167
The Choctaws: A Critical Bibliography	168
Combatting the "Squaw Syndrome"	181
A Current Listing of American Indian Newspapers and Periodicals in the United States	182
Duplicate Printouts of Computer Searches	176
Educational Materials by and About American Indians	171
ERIC/RCS Report: Resources for the Study of Native Americans	186
Ethnic Heritage Studies Program Catalog 1974-1979	176
A Filmography for American Indian Education	182
Focus on People--The Native American: A Multimedia Bibliography	171
A Gathering of Power: An Annotated Bibliography of Highly Recommended Books by and About Native Americans	175
L.P. Goodbuy Records and Tapes	166
Guide to Reference Sources Dealing with North American Indians	174
Haida Language Tape Library Catalogue	176
Index to Literature on the American Indian	167
Indian Children's Books	171
The Indian in the Mainstream: Indian Historiography for Teachers of American History Surveys	185
Indian Studies Curriculum Material	177
Indian Studies with an Emphasis on Science	189
The Indians and Eskimos of North America: A Bibliography of Books in Print Through 1972	164
The Indians of California: A Critical Bibliography	168
Indians of North America--For Young Adults: A Selected List	174
The Indians of the Subarctic: A Critical Bibliography	168
Inventory of Projects and Programs in Science for American Indians	162
Literature By and About the American Indian	172
Materials and Human Resources for Teaching Ethnic Studies	176

Title	Page
Media Catalogue	173
Multicultural Ethnic Studies: An Inservice Program	167
Multi-Ethnic Media: Selected Bibliography	188
Native American Bibliography	188
Native American Literature: A Course Outline with Bibliographies	167
Native Americans: Histories and Treaties (Selected)	181
Native Americans in Selected Children's Media	177
Native Americans of North America	175
Native Americans on Film and Video	172
Native American Women: A Bibliography	168
Natives of North America: A Selected Bibliography to Improve Resource Availability in Native Studies Programs	162
Navajo and Zuni: A Bibliography of Selected Materials	166
Navajo Bibliography with Subject Index	173
A Navajo Reading Bibliography	180
The Navajos: A Critical Bibliography	168
North American Indian Language Materials 1890-1965	179
The Ojibwas: A Critical Bibliography	168
Oklahoma Indian Tribes in Children's Books	174
The Plains Indians: A Critical Bibliography	168
A Resolution on "The Indian Question"	185
A Resource Guide for Paiute and Other Native American Materials	181
Revised Bibliography of Indian Musical Culture in Canada	168
The Role of Women in Native American Societies	168
A Selected Annotated Bibliography of Books, Articles, Pamphlets, and Bibliographies Related to the Cherokee Indians	174
Selected Bibliography of Works Related to Native American Science Education. . .	162
Selected Bibliography on Cherokee Customs and History	175
Selective Bibliography of Bibliographies of Indian Material for Adults	189
The Sky Clears	179
A Source Bibliography in Native American Studies	163
Sources for Selecting Canadian Elementary School Materials	189
Southwest Heritage: A Literary History with Bibliography	180
Subarctic Athabascan Bibliography	179

Title	Page
The Subarctic Athabascans: A Selected Annotated Bibliography	178
Supplement to the Analytical Bibliography of Navajo Reading Materials	180
Tape Library Catalogue	170
Teach ERIC Resource Series	176
Textbooks and the American Indian	168
That's What She Said: A Collection of Modern Fiction and Poetry. . .	168
Turtle Grandmother Books	177
Unheard Voices: A Multi-Genre Annotated Bibliography of Books By Native American Authors	170
The Wabanaki: A Selective, Annotated Bibliography	163
WEEA Publishing Center/EDC	154
What to Teach About California Indians	185

CURRICULUM RESOURCE PERSONNEL

Abby Abinanti
935 Third St.
Eureka, Calif. 95501

Margaret B. Adams
363 Hillcrest Ave.
Pacific Grove, Calif. 93950

Therese E. Adams
3845 34th West #205
Seattle, Wash. 98199

Rebecca L. Adamson
Rt. 14, Box 74
Falmouth, Va. 22405

Glenda S. Ahhaitty
1119 Angelcrest Dr.
Hacienda Heights, Calif. 91745

Sharon Ahtone Harjo
2729 Orlando Rd.
Oklahoma City, Okla. 73120

Mary T. Ahtone
Box 101
Madill, Okla. 73446

Martha N. Aiken
North Slope Borough School District
Box 169
Barrow, Alaska 99723

Cynthia Akins
Ft. Duchene, Utah 84026

Alvina Alberts
Box 192
Fort Totten, N. Dak. 58335

Minerva C. Allen
Box 38, Star Route
Dodson, Mont. 59524

Paula Gunn Allen
846 N. Sanborn
Los Angeles, Calif. 90012

Phyllis Antone
323 E. McDowell Rd.
Phoenix, Ariz. 85004

Hilda R. Aragon
Basic Skills Program
Acoma Division of Education
P.O. Box 307
Pueblo of Acoma, N. Mex. 87034

Anita (Brandy) Arkeketa
304 S. Trenton
Tulsa, Okla. 74120

Cordelia B. Attack Him
Kyle College Center
Kyle, S. Dak. 57752

Pat Badnin
22265 S.W. Stafford Rd.
Tualatin, Oreg. 97062

Clarice Baker
UTETC
3315 S. Airport Rd.
Bismarck, N. Dak. 58501

Patricia Baker-Benally
Fort Yukon, Alaska 99740

Barbara A. Barnes
Box 298
Rooseveltown, N.Y. 13683

Eunice Baumann-Nelson
Box 49
Old Town, Maine 04468

Walletta M. Bear
302 South St.
Foxboro, Mass. 02035

Donna B. Beckstrom
4257 S. Third St.
Milwaukee, Wis. 53207

Linda S. Belarde
P.O. Box 10
Zuni, N. Mex. 87327

Patricia Bellanger
P.O. Box 217
Cass Lake, Minn. 56633

Eva Benally
Box 2891
Shiprock, N. Mex. 87420

Fayrene Benson
702 S.E. Van Buren
Idabel, Okla. 74745

Marilyn Bentz
911 N. 50th St.
Seattle, Wash. 98103

Laura Bernhard
Idatarod School District
McGrath, Alaska 99627

Phyllis Big Left Hand
Box 301
Lame Deer, Mont. 59043

Amelia G. Bingham
Fish House Hill
RFD #2
Mashpee, Mass. 02649

M. Sharon Blackwell
1205 Calle del Ranchero, N.E.
Albuquerque, N. Mex. 87106

Allison Bolin
10638 S.E. 254th Place #B-305
Kent, Wash. 98031

Marion F. Boushie
P.O. Box 259
Indianola, Wash. 98342

Claudette Bradley
2-203 Peabody Terrace
Cambridge, Mass. 02138

Sally L. Brandon
Box 411
Oilton, Okla. 74052

Phyllis Brisson
4062 Ninth Avenue, N.E.
Seattle, Wash. 98105

Mary Ann Brittan
121 S. Collier
Norman, Okla. 73069

Betty Brown
3037 N.W. 71st St.
Oklahoma City, Okla. 73116

Mary Tiger Brown
426 Goingsnake St.
Tahlequah, Okla. 74464

Gertrude E. Buckanaga
716 Upton Ave., North
Minneapolis, Minn. 55411

Charolette Rae Burrell
5257 Loleta Ave.
Los Angeles, Calif. 90041

Robin A. Butterfield
9150 S.W. Oleson Rd., 6B
Portland, Oreg. 97223

Ardith Caldwell
Rt. 3, Box 173
Blackfoot, Idaho 83221

Janet Campbell-Hale
409 W. Second St.
Wapato, Wash. 98951

Ann Card
13868 W. Cedar Ave.
Golden, Colo. 80401

Juanita Cata
8606 Spain, N.E.
Albuquerque, N. Mex. 87111

Patricia B. Cavan
3303 Charing Cross Rd.
Greensboro, N.C. 27405

Helen Cheek
Rt. 1, Box 60
Perkins, Okla. 74059

E. Frances Cherino
Rt. 6, Box 572-A
Albuquerque, N. Mex. 87105

Deanna Cheshewalla
10225 Kilarney
Dallas, Tex. 75218

Rosemary Christensen
Indian Education Dept.
807 N.E. Broadway
Minneapolis, Minn. 55413

Ardy S. Clarke
58 Lancelot Lane
Bozeman, Mont. 59715

Doreen Class
14803 Excelsior Dr.
La Mirada, Calif. 90638

Elaine Clayborn
P.O. Box 382
Harlem, Mont. 59526

Janice White Clemmer
1445 E. Princeton Ave.
Salt Lake City, Utah 84105

Betti Comas
10529 Cora Dr.
Portage, Mich. 49002

Paula Compton
7891 Patriot Dr.
Annandale, Va. 22003

Carol Connor
110 Second St., S.W.
Sunshine Bldg., Suite 302
Albuquerque, N. Mex. 87102

Elizabeth Cook-Lynn
627 W. Third St.
Cheney, Wash. 99004

Sister Kateri Cooper
500 24th Ave.
Yuma, Ariz. 85364

Rosella Covington
P.O. Box 376
Coulee Dam, Wash. 99116

Agnes Cowen
Rt. 2, Box 257
Welling, Okla. 74471

Laura Coyhis
2645 Meade St.
Denver, Colo. 80211

Rachel C. Craig
P.O. Box 117
Kotzebue, Alaska 99752

Beverly J. Crawford
674 Southgate Dr.
State College, Pa. 16801

Mae J. Boyd Crawford
Box 176
Browning, Mont. 59417

Reva Crawford
P.O. Box 10
Zuni, N. Mex. 87327

Phoebe A. Crouse
P.O. Box 94
Steamburg, N.Y. 14783

Rose Crow Flies High
Box 369
New Town, N. Dak. 58763

Wekota (Koty) Crowghost
566 Bondstone Dr.
Dallas, Tex. 75218

Beverly Lorene Crum
1190 E. Third, South
Salt Lake City, Utah 84102

Janet Cuney
Box 292
Batesland, S. Dak. 57716

Edith M. Cusack
167 W. Hammond
Sequim, Wash. 98382

Geraldine M. Daines
3927 Fairfax Sq.
Fairfax, Va. 22031

Fransing Daisy
8331 Beacon Ave., South
Seattle, Wash. 98118

Patricia Darcy
P.O. Box 701
Siletz, Oreg. 97380

Dorothy W. Davids
Box 763 Bay View Heights
Stoughton, Wis. 53589

Sandra F. Davis
611 S. Chamberlin
Colorado Springs, Colo. 80906

Charla R. Dawes
601 Seminary #1
Tahlequah, Okla. 74464

Sharon Day-Garcia
1365 Englewood Ave.
St. Paul, Minn. 55104

Michele Dean
P.O. Box 364
Salamanca, N.Y. 14779

Hazel Dean-John
3003 N. Alvernon Way #107
Tucson, Ariz. 85712

Roxanne DeMarce
P.O. Box 397
Browning, Mont. 59417

Elsie Marie Dennis
33016 17th Pl., South
#B-104
Federal Way, Wash. 98003

Louise D. Dennison
P.O. Box 1539
Chinle, Ariz. 86503

Maureen Dial
15 Adams St.
Salamanca, N.Y. 14779

Agnes M. Dill
P.O. Box 314
Isleta, N. Mex. 87022

Antonia Dobrec
717 A, Biloxi Dr.
Norman, Okla. 73071

Ava Fawbush Doty
Rt. 2, Box 84
Walters, Okla. 73572

Wanda Daney Doty
333 First St. B-310
Seal Beach, Calif. 90740

Carla D. Downing
3400 N.W. Expressway, Suite 703
Oklahoma City, Okla. 73112

Wynne DuBray
Box 575
Antioch, Calif. 94509

Maryls Duchene
4354 E. Second St.
Tucson, Ariz. 85711

Pamela Dunham
6072 Gibson Ave.
E. Lansing, Mich. 48823

Joyce Hood Duran
Box 548
Ignacio, Colo. 81137

Margaret D. Eisenbise
9 Chesley Court
Vallejo, Calif. 94590

Juanita L. Elder
8611 Wingate Dr.
Dallas, Tex. 75208

Chloe A. Ellenwood
P.O. Box 35
Lapwai, Idaho 83540

Dee L. Fairbanks
P.O. Box 243
Cass Lake, Minn. 56633

Lorene Farris
900 N.E. 89th St.
Miami, Fla. 33138

Mary Jane Fate
SR Box 30586
Fairbanks, Alaska 99701

Anna Firethunder
Box 87
Manderson, S. Dak. 57756

Doris M. Foor
1811 Townline #16
Pinconning, Mich. 48650

Jerry Birdsbill Ford
13903 S. Judah
Hawthorne, Calif. 90250

Aileen Foreman
P.O. Box 8
Welling, Okla. 74471

Sandra Fox
UTETC
3315 S. Airport Rd.
Bismarck, N. Dak. 58501

Elizabeth A. Fragua-Lloyd
850 S. Catalina #4
Los Angeles, Calif. 90005

Patricia S. Freeman
80 Sky Lane
Titusville, Fla. 32780

Cynthia M. Fry
3044 W. 31st St.
Seattle, Wash. 98199

Cecilia M. Gallerito
3822 Folsom St.
Los Angeles, Calif. 90063

Marcia Galli
Weber State College - 1209
Mount West RDAC
Ogden, Utah 84408

Shirley R. Garnette
3501 Cambridge Place
Sioux Falls, S. Dak. 57106

Delores George
P.O. Box 824
Toppenish, Wash. 98948

Millie Giago
2830 S. Robinson
Oklahoma City, Okla. 73109

Jeanne Iyall Givens
613 Empire
Coer d'Alene, Idaho 83814

Billie Maxine Glory
P.O. Box 219
Tahlequah, Okla. 74464

Rosemond Goins
919 Main St., Suite 101
Rapid City, S. Dak. 57701

Patricia L. Gordon
4431 Cambridge St.
Duluth, Minn. 55804

D. Shan Goshorn
2201 E. 67th St., South #2808
Tulsa, Okla. 74136

Saxon Gouge'
Rt. 2
Hayward, Wis. 54843

Linda G. Gray
2300 E. Ninth St.
Reno, Nev. 89502

Annie Lena Green
1232 Pompton Circle
Lansing, Mich. 48910

Rayna Green
305 Bartlett Hall
Dartmouth College
Hanover, N.H. 03755

Barbara A. Greenwood
517 E. Seventh St.
Dewey, Okla. 74029

Elizabeth B. Haile
123 Gordon Rd.
Schenectady, N.Y. 12306

Vivien Hailstone
P.O. Box 7
Hoopa, Calif. 95546

Loretta J. Halfmoon
Rt. 1, Box 33
Adams, Oreg. 97810

Carol Hampton
1414 N. Hudson
Oklahoma City, Okla. 73103

Joan K. Harte
3607 N. Seeley
Chicago, Ill. 60618

Iola M. Hayden
Oklahomans for Indian Opportunity, Inc.
555 Constitution
Norman, Okla. 73069

Charlotte W. Heth
4040 Grand View #20
Los Angeles, Calif. 90066

Vi Hilbert
10832 Des Moines Way, South
Seattle, Wash. 98168

Joan Hill
Rt. 6, Box 98
Harris Rd.
Muskogee, Okla. 74401

Dinah M. Hobson
1765 Northview #80
Eugene, Oreg. 97402

Debbie Hogue
431 S. Minnesota St.
Shawnee, Okla. 74801

Kitty A. Hollow
112 W. Ninth St.
Ellensburg, Wash. 98926

Esther Holloway
P.O. Box 1219
Muskogee, Okla. 74401

Beverly C. Holmes
4868 Chukar Lane
Ogden, Utah 84403

Paula L. Hope
IHS, MH Consultant
1212 S. Judkins
Seattle, Wash. 98144

Roselyn Horace
2360 W. Impala
Mesa, Ariz. 85202

Esther B. Horne
Naytahwaush, Minn. 56566

Augustine P. Howard
P.O. Box 255
Harrah, Wash. 98933

Phyllis Howard
Box 113
New Town, N. Dak. 58763

E. Bernadette Huber
P.O. Box 81
Perkins, Okla. 74059

Leigh Hubert
1072 Montgomery Ave.
San Bruno, Calif. 94066

Delores J. Huff
P.O. Box 352
Forest Ranch, Calif. 95942

Ruth A. Hunsinger
9 E. Second Ave. #5
Mesa, Ariz. 85202

Sally M. Hunter
1956 Stanford Ave.
St. Paul, Minn. 55105

Marie A. Jaimes
2402 E. University
Tempe, Ariz. 85281

Harriett W. O'Leary James
402 E. Cherokee
McAlester, Okla. 74501

Misty Rae Jefferson
Box 632
Ignacio, Colo. 81137

Paulla Dove Jennings
42 Dunbar Ave.
Rumford, R.I. 02916

Ramona C. Jones
Rt. 2, Box 72
Welch, Minn. 55089

Rosalie M. Jones
411 N. 24th St., West
Suite 113
Billings, Mont. 59102

Deborah J. Jones-Saumty
517 S. Woodlawn
Okmulgee, Okla. 74447

Judith Jordan
134 W. 92nd St. #2B
New York, N.Y. 10025

Yvette Kay Joseph
Star Route
Coulee Dam, Wash. 99116

Sandra L. Juneby
4555 Wood River Dr.
Fairbanks, Alaska 99701

Karen S. Kay
2603 Risdale #69
Lansing, Mich. 48910

Geraldine Keams
P.O. Box 5692
Santa Fe, N. Mex. 87502

Shirley Diane Kelley
Rt. 3
Stilwell, Okla. 74960

Shirley Kendall
1724 Thunderbird Pl.
Anchorage, Alaska 99504

Rita Keshena
Box 397
Keshena, Wis. 54135

Barbara King
2400 Oakland Ave.
Duluth, Minn. 55812

Lovern Root King
17730 N.E. 88th Pl.
Redmond, Wash. 98052

A. Gay Lawrence Kingman
1215 E. Vista Delcerro 2119
Tempe, Ariz. 85281

Virginia Klinekole
Box 427
Mescalero Apache Reservation
Tularosa, N. Mex. 88352

Joyce M. Kramer
122 Windsor Pl.
Chapel Hill, N.C. 27514

Winona LaDuke
General Delivery
c/o Circle of Life
White Earth, Minn. 56591

Joan L. LaFrance
29 Freeman St.
Arlington, Mass. 02174

Teresa LaFromboise
2000 Park Ave.
Lincoln, Nebr. 68502

Luana Lair
Rt. 5, Box 28
1209 S. Willow
Tahlequah, Okla. 74464

Dorothy C. Lentz
Box 292
Batesland, S. Dak. 57716

Dorothy LePage
6143 W. Calumet Rd.
Milwaukee, Wis. 53202

Anna Lewis
P.O. Box 726
Sarasota Springs, N.Y. 12866

Thallis Lewis
Rt. 7, Box 22
Philadelphia, Miss. 39350

Helene C. Lincoln
Rt. 1, Box 284
Tomah, Wis. 54660

Elvera Locklear
P.O. Box 984
Pembroke, N.C. 28372

June Ellen Locklear
103 Madrid Court
Garner, N.C. 27529

Linda Locklear
25015 Valley Center Rd.
Escondido, Calif. 92027

Grace Bullard Lowry
P.O. Box 21916
Columbia, S.C. 29203

Rose Marie Lowry
Rt. 2, Box 248
Pembroke, N.C. 28372

Ruby B. Ludwig
P.O. Box 250
Grove, Okla. 74344

Alice M. Luna
1182 Clermont St. #9
Denver, Colo. 80220

Linda L. MacDonald
1300 S. Parker Rd. #205
Denver, Colo. 80231

Irene Mack
2413-A N. 25th St.
Milwaukee, Wis. 53206

Eileen P. MacLean
Box 290
Barrow, Alaska 99723

Rebecca Martgan
Navajo Area BIA
Window Rock, Ariz. 86515

Billie Nave Masters
Office of Teacher Education
SST 443 University of California
Irvine, Calif. 92717

Sharon Mathers
8052 12th St., N.W.
Seattle, Wash. 98117

Beverly R. Matthews
4801 Northern Trail, N.W.
Albuquerque, N. Mex. 87120

Mary E. Fleming Mathur
Dept. SASW
Central Michigan University
Mt. Pleasant, Mich. 48859

Roslynn McCoy
32124 Genesee Ct.
Westland, Mich. 48185

Mary D. McDonald
Drum St.
Fort Covington, N.Y. 12937

Mary Ellen Meredith
Cookson Institute
623 Culbertson Dr.
Oklahoma City, Okla. 73105

Dorothy Lonewolf Miller
Institute for Scientific Analysis
9215 Wakefield Ave.
Panorama City, Calif. 91402

Louise Miller
524 Walnut
Woodland, Calif. 95695

Carmaleta L. Monteith
1420 Mt. Paran Rd.
Atlanta, Ga. 30327

Joann Morris
5208 11th St., South
Arlington, Va. 22204

Margaret Nagel
P.O. Box 164
Hardin, Mont. 59034

Phyllis A. Narcomey
P.O. Box 284
Medicine Park, Okla. 73557

Trudie Narum
10251 N. McGinnis Rd.
Marana, Ariz. 85238

Colleen E. Neal
P.O. Box 99253
UIATF
Seattle, Wash. 98199

Margaret F. Nelson
1523 Wildwood
Stillwater, Okla. 74074

Patricia R. Nelson
P.O. Box 763
Pauma Valley, Calif. 92061

Theda New Breast
916 Masonic Ave.
Albany, Calif. 94706

Patricia Richardson Newell
3855 Newell Lane
Eureka, Calif. 95501

Edythe Coe Nichols
525 Cleophus
Lincoln Park, Mich. 48146

Marie Olson
P.O. Box 961
Auke Bay, Alaska 99821

Vivian One Feather
Box 298
Oglalla, S. Dak. 57764

Kathryn Leet Oneita
1101 17th Ave. #407
Seattle, Wash. 98122

Dorothea C. Orndorff
5014 S. Fletcher St.
Seattle, Wash. 98118

Roxanne Dunbar Ortiz
275 Grand View Ave. #103
San Francisco, Calif. 94114

Mary Black Osborn
Rt. 6, Box 233A
Ponca City, Okla. 74601

Patricia Oxford
Elementary Education Dept.
University of New Mexico
204 Onate Hall
Albuquerque, N. Mex. 87131

Audra Pambrun
PHS IHS Service Unit
Nespelem, Wash. 99155

Elizabeth Anne Parent
715-13 One Appian Way
South San Francisco, Calif. 94080

Donna Diane Parker
P.O. Box 334
Neah Bay, Wash. 98357

Gerri Parker
4220 Blewett St.
Freemont, Calif. 94538

Larayne Parrish
Rt. 1, Box 181-D
Espanola, N. Mex. 87532

Alice N. Paul
116 W. Suffolk Dr.
Tucson, Ariz. 85704

Mary L. Breuninger Peake
607 W. Delaware
Tahlequah, Okla. 74464

Eulala Pegram
2670 Black Diamond Terr.
Colorado Springs, Colo. 80918

Myrtle G. Peterson
P.O. Box 38
Steamburg, N.Y. 14783

Randi Peterson
2141 Katahn
Prescott, Ariz. 86301

Anita Pfeiffer
2302 Candalaria, N.W.
Albuquerque, N. Mex. 87107

Dana Pierce-Hedge
2114½ E St.
Sacramento, Calif. 95816

Joan C. Pipe
P.O. Box 21387
Billings, Mont. 59104

Lee Piper
19109 92nd Ave., West
Edmonds, Wash. 98020

Angelita F. Primeaux
Box 143
New Town, N. Dak. 58763

Martha Primeaux
4813 Newport Dr.
Del City, Okla. 73115

Rose E. Purser
P.O. Box 280
Kingston, Wash. 98346

Violet Rau
Rt. 1, Box 1207
Toppenish, Wash. 98948

Jeanne Marie Raymond
3017 14th Ave., South
Seattle, Wash. 98144

Margaret Peake Raymond
2649 Longfellow
Minneapolis, Minn. 55407

Helen M. Redbird
1351 E. Main
Monmouth, Oreg. 97361

Lucy Reifel
Box 109
Rosebud, S. Dak. 57570

Connie Reitman
191 El Camino Ave.
Sacramento, Calif. 95815

Lois J. Risling
350 Archer Pl.
Dixon, Calif. 95620

Mary Jane Risling
P.O. Box 475
Eureka, Calif. 95501

Lorraine General Rivera
605 E.22nd St.
Minneapolis, Minn. 55404

Maxine W. Robbins
2706 S. 62nd Ave.
Yakima, Wash. 98903

Rebecca Robbins
1215 E. Vista Del Cerro #25
Tempe, Ariz. 85281

Ruth W. Roessel
Box 400, Star Rt.
Chinle, Ariz. 86503

Margaret Rogers
638 S.W. 37th St.
Pendleton, Oreg. 97801

Edna Romero
Taos Day School
P.O. Box 1593
Taos Pueblo, N. Mex. 87571

Elaine Rosas
5127 W. Verde Lane
Phoenix, Ariz. 85031

Wendy Rose
1038 Liberty
El Cerrito, Calif. 94530

Anna Rubia
512 N. 13th St.
Bismarck, N. Dak. 58501

Loye M. Ryan
3365 S.W. Miles St.
Portland, Oreg. 97219

Octaviana T. Salazar
5613 Calle Iglesia
Guadalupe, Ariz. 85283

Carol Sample
Native American Urban Transition Pgm.
548 S. Lincoln St.
Denver, Colo. 80209

Winona Sample
2812 Forbes Ave.
Santa Clara, Calif. 95051

Carol Lee Sanchez
1356 Ninth Ave.
San Francisco, Calif. 94122

Ramona Sandoval
2435 Fontaine Circle
Madison, Wis. 53713

Ann SaunKeah
1771 Mesa Ave.
Colorado Springs, Colo. 80906

Mary J. Schaeffer
P.O. Box 106
Kotzebue, Alaska 99752

Helen M. Scheirbeck
9128 Maywood Lane
Fairfax, Va. 22031

Janice J. Schroeder
Native American Bilingual Project
City Hall Room 731
Buffalo, N.Y. 14202

Ella Sekatau
1 Lewiston Ave., Box 224
Kenyon, R.I. 02836

Josie Shaw
2523 Dover
Fairfield, Calif. 94533

Esther S. Shea
835 Sesame St.
Ketchikan, Alaska 99901

Linda Skinner-Brewer
2124 S. Bay Rd.
Olympia, Wash. 98506

Gloria Slipher
627 W. Beal Rd.
Flagstaff, Ariz. 86001

Grace Slwooko
Box 108
Gambell, Alaska 99742

Carolyna Smiley-Marquez
P.O. Box 2178
Longmont, Colo. 80501

Joan A. Spoonhunter
P.O. Box 4225, University Station
Laramie, Wyo. 82071

Vera Brown Starr
P.O. Box 417
Clarkdale, Ariz. 86324

Lois Steele
Box 173, University Station
Grand Forks, N. Dak. 58202

Marcia Steele
125 Merritt Ave.
Syracuse, N.Y. 13207

Dorothy M. Still Smoking
740 Turner Hall
Missoula, Mont. 59801

Karen L. Strong
4747 30th St., N.E. #K177
Seattle, Wash. 98105

Charlene Stuhlmachen
511 Picotte
Yankton, S. Dak. 57078

Ruthe A. Swader
121-A N. First Ave. West
Duluth, Minn. 55802

Rina N. Swentzel
Rt. 4, Box 91-B
Santa Fe, N. Mex. 87501

Ines M. Talamantez
175 La Jolla Dr.
Santa Barbara, Calif. 93109

Carmen Taylor
3105 Ellenwood Dr.
Fairfax, Va. 22030

Leola Taylor
2603 Rutherford St.
Muskogee, Okla. 74401

Maxine Folsom Taylor
Dept. of History
Northwestern State Univ.
Natchitoches, La. 71457

Mary A. Pinchbeck Teets
P.O. Box 966, College Rd.
Pembroke, N.C. 28372

Celia F. Thomas
731 S. 50th St.
Tacoma, Wash. 98408

Kogee Thomas
3621 Randee Way
Fullerton, Calif. 92633

Marjorie Thomas
Box 1206
Tuba City, Ariz. 86045

Margo P. Thompson
2920 Dale Lane, East
Tacoma, Wash. 98424

Luella Vann Thornton
6162 Alamo Ave.
Maywood, Calif. 90270

Pamela Jumper Thurman
414 W. Allen Rd.
Tahlequah, Okla. 74464

Veronica Tiller
315 Fifth St., N.E.
Washington, D.C. 20002

Betsy Benge Tilley
25325 La Loma Dr.
Los Altos Hills, Calif. 94022

Karma Torklep
1215 Jovita Blvd.
Puyallup, Wash. 98371

Anna Lee Townsend
P.O. Box 7
Fort Hall, Idaho 83203

Gail Tremblay
3138 Overhulse Rd. #89
Olympia, Wash. 98502

Wilma L. Victor
Rt. 4, Box 28-S
Idabel, Okla. 74745

Lauren Villagomez
Box 417
Keshena, Wis. 54135

Montana H.R. Walkingbull
11750 Mistletoe Rd.
Monmouth, Oreg. 97361

Bonnie Wallace
1710 E. 32nd St.
Minneapolis, Minn. 55407

Mary Jo Wantland
145 Marston Ave.
Eau Claire, Wis. 54701

Kaye Miles Warren
2021 N. Park St.
Shawnee, Okla. 74801

Lucille J. Watahomigie
Box 287
Peach Springs, Ariz. 86434

B. Joan Webkamigad
308 Rumsey Ave.
Lansing, Mich. 48912

Christine Webster
Neopit, Wis. 54150

Loretta Rae Webster
Box 27
Oneida, Wis. 54155

Lois B. Weddell
Indian Health Hospital
Rt. 2
Wagner, S. Dak. 57380

Suzanne S. Weryackwe
1312 E. Lemon
Tempe, Ariz. 85281

Charlene Wheelock
1812 S. Seventh St.
Milwaukee, Wis. 53204

Sharon K. White Hawk
Delzell Education Center, Room 205
University of South Dakota
Vermillion, S. Dak. 57069

Reba White Shirt
P.O. Box 853
New Town, N. Dak. 58763

Julian Whorton
Box 42
Concho, Okla. 73022

Dorene Porter Wiese
INAD-Truman College
1145 W. Wilson #324
Chicago, Ill. 60640

Carla Wildcat
P.O. Box 585
Anadarko, Okla. 73005

Sandra Willburn
Box 367
Round Mountain, Calif. 96084

Della R. Williams
San Simon School
Star Rt. 1, Box 92
Sells, Ariz. 85634

Marsha J. Williams
3714 E. I St.
Tacoma, Wash. 98404

Susan Williams
4114 S. 36th St.
Arlington, Va. 22206

Theresa E. Williams
Rt. 2
LCO Tribe
Hayward, Wis. 54843

Elizabeth Penney Wilson
Box 787
Mission, S. Dak. 57555

Janet Goulet Wilson
Rt. 8, Box 291
River Edge Dr.
Chippewa Falls, Wis. 54729

Rosa R. Winfree
1231 Bearmore Dr.
Charlotte, N.C. 28211

Karleen P. Wolfe
4229 46th St., South
Seattle, Wash. 98118

Ruth Dial Woods
Rt. 2, Box 142
Pembroke, N.C. 28372

Betty Anli Work
Rt. 1
Farris, Okla. 74542

Rosita Worl
707 A St.
Anchorage, Alaska 99501

Yvonne Wynde
65 Mount Auburn St. #24
Cambridge, Mass. 02138

Karen Victoria Wynn
3743 E. Glenn
Tucson, Ariz. 85716

Robyn J. York
P.O. Box 580
Bernalillo, N. Mex. 87004

Wathene Young
Box 164
Dewey, Okla. 74029